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ABSTRACT

A project was conducted to assist chief state school officers by assessing the effectiveness of government programs involving the dissemination of new knowledge in the field of education. Project results showed that dissemination programs developed by the National Institute of Education (NIE) and other federal departments substantially increased the ability of state officials to assist local school districts to improve. Recommendations based on survey results from 50 states and 6 territories, as well as other major dissemination studies include: (1) the State Dissemination Leadership Project, ERIC, the R&D Exchange, and the National Diffusion Network should be continued; (2) special purpose grants for completing key dissemination functions in state education authorities (SEAs) should be made available; (3) NIE should continue to fund major programs to help state staff understand the processes of change; and (4) the Education Department should create an internal Dissemination Policy Council to coordinate the development of rules and regulations for dissemination/school improvement activities. This report describes project goals, events, accomplishments, and conclusions. Extensive appendices include a briefing book given to persons attending the formal presentation of project recommendations to the NIE director with survey results, project descriptions, and other material provided; a report on an Appalachia Educational Laboratory (AEL) review of dissemination in southeastern states; and additional related documents. (Author/ESR)

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ED235839

FINAL REPORT

DISSEMINATION MANAGEMENT PROJECT

SUBMITTED BY THE

COUNCIL OF CHIEF STATE SCHOOL OFFICERS

TO THE

NATIONAL INSTITUTE OF EDUCATION

GRANT #NIE-G-0036

PATRICK MARTIN
PROJECT DIRECTOR

WILLIAM F. PIERCE
EXECUTIVE DIRECTOR

IR050497

ABSTRACT

The Council of Chief State School Officer's project on Dissemination Management had as its primary focus assisting chief state school officers in taking a close look at progress that had been made in establishing effective dissemination/school improvement programs in state departments of education, what factors had been most significant in the development of those programs, and which programs/services/resources were most important to have available if development were to continue. In turn, the project was to develop a set of recommendations for the National Institute of Education, based on those factors.

The project accomplished the following:

(1) A survey of the states, with 50 states and six territories responding, was conducted, and the results were shared with chiefs and dissemination practitioners across the country.

(2) Project staff, the project study group of chiefs, and a planning committee looked at the results of the survey and the products of five other major dissemination studies and applied that information to a review of proposed recommendations for NIE.

(3) The Council's Committee on Coordinating Educational Information and Research, made up of, over the life of the project, 15 chiefs, reviewed the products of the project on six occasions.

(4) The Council's Board of Directors and general membership both approved unanimously the recommendations that were submitted to NIE on March 25, 1982.

Those recommendations, briefly stated, were:

(1) The State Dissemination Leadership Project, ERIC, the R&D Exchange, and the National Diffusion Network are important services to state departments of education and should be continued and adequately funded.

(2) Special purpose grants specifically for the purpose of completing key dissemination functions in SEAs should be made available.

(3) Research and evaluation are functions of the federal government. Therefore, NIE should continue to fund major programs that help state staff both understand the processes of change and the effectiveness of state, federal, and local attempts to cause change to occur.

(4) The Education Department should create an internal Dissemination Policy Council to coordinate the development of rules and regulations across the Department for dissemination/school improvement activities. It should work from a common definition of dissemination, and SEA practitioners should sit as full members of the Council.

I. Introduction

Dissemination--what is it, and why is it important to chief state school officers?

That question was the basis for an unsolicited proposal submitted to the National Institute of Education in July 1979 by the Council of Chief State School Officers and funded by NIE effective March 31, 1980.

William F. Pierce, executive director of the Council, initiated the development of the proposal. He believed that, even though most states had dissemination activities under way, few chiefs really understood the concept of dissemination under which those activities were operating. He strongly supported the concept of dissemination and school improvement being terms so interrelated that they could not be seen as separate operations. However, he felt that few chiefs had the information they needed to understand this concept and take the steps necessary to see to it that dissemination for school improvement became an institutionalized function of state departments of education.

The principal goals of the project, as outlined in the proposal, were:

(1) to study the current status of dissemination programs in state departments of education and to draw some conclusions about which approaches seemed to be working best;

(2) to involve chief state school officers in discussions about those programs and, in doing so, provide them with the information they needed to provide the support necessary for programs to succeed in their individual SEAs;

(3) to determine which services and resources being provided to SEAs from the national and regional levels were most important, and to recommend to the National Institute of Education strategies, programs, and services that continued to be needed by states; and

(4) to develop and institutionalize a dissemination program within the Council of Chief State School Officers that could continue to provide support to

the Council's members.

The proposal prepared by the Council and approved by NIE was general in nature, providing flexibility so that activities could be developed that fit current situations. This aspect of the project came to be especially important because of events that occurred soon after the project began.

In November 1980, the change in administrations occurred, and a new attitude toward the federal role in education became obvious. The new administration advocated a reduction in federal funds, the dismantlement of the Department of Education, and a general change in the involvement of the federal government in the conduct of education. At the same time, state legislatures began to cut state funds and reduce state staff. The events in Washington and in state capitals both had a significant impact on the activities planned for the Council's dissemination project. Most importantly, it virtually eliminated any possibility of getting a high level of involvement by chiefs themselves in the project's activities.

Because of these events, the Council proposed to NIE that a different approach be taken to produce information that would accomplish the purposes of the project. Basically, those changes were to conduct a data gathering activity to study the status of dissemination in state departments of education, discuss that information with chiefs through regularly scheduled Council events, and prepare and submit to NIE recommendations based on those two activities. NIE approved this changes in the scope of work and actively participated in all activities that occurred from that point on. The Council-NIE partnership produced a series of events that were significant, that impacted a large percentage of the chief state school officers, and that led to the development of the recommendations mentioned above.

However, the rather rapid turnover in administrations of NIE during 1982 and 1983 has made it difficult for them to respond in any substantive way to the Council project's recommendations. The Council's executive director has discussed this fact with the current NIE director, and he has expressed his

willingness to consider the recommendations. It is hoped that, even though a considerable amount of time has passed since the recommendations were submitted, they will ultimately receive the attention of the decision-makers at NIE and will influence the creation and maintenance of programs.

It must be said, however, that the results of the project point out a significant fact: programs developed by NIE and other federal departments have substantially increased the abilities of states to assist local school districts to improve. Many of the functions, skills, and resources developed through federally-funded programs remain. What is now missing is the vehicle through which states can continue to share their problems and solutions, their resources and services. It is also obvious to an observer of states departments of education that that cadre of people who participated in those federally funded programs and developed skills and understandings is slowly disappearing. As they do, SEAs lose a valuable tool for assisting local schools to bring about effective change in the classroom. Attention to the recommendations from the Council's dissemination project in a timely fashion, and appropriate responses to them by the National Institute of Education, might have helped stem that erosion of talent.

The Council of Chief State School Officers, as an organization, has, however, benefitted from the project. The Council's Board of Directors has, through its participation, come to believe that a dissemination function is an integral part of its operation. The director of the dissemination project is now a core staff member of the Council, and new and timely dissemination activities are part of the day-to-day operation. It is hoped that having this organizational capability will be of significant assistance to states as they work to maintain school improvement programs.

The remainder of this report will be divided into three sections: a chronological review of events; a review of accomplishments; and a set of conclusions. A set of appendixes will provide illumination and substantiation.

II. Major Events

A. Selection of a project director. Executive Director William Pierce, after consultation with state dissemination practitioners and with the approval of the project officer at NIE, secured the services of Patrick Martin to direct the project. Martin was, at that time, director of dissemination in the Texas Education Agency. While there, he was director of the dissemination capacity building project, state facilitator for the National Diffusion Network, and director of the Texas program to identify, validate, and dissemination effective state programs. Because of his involvement with these programs, he had the opportunity to study programs in other states and worked as a consultant to several states. He was also a member of the Board of Advisors for the Regional Exchange project at the Southwest Educational Development Laboratory. Prior to joining the Texas Education Agency, he taught for 13 years at both the high school and community college levels. He joined the Council staff on March 31, 1983, and has remained as a core staff member following the completion of the project with the title of Director of Dissemination and Information Management.

B. Infusion into the Council committee structure. All Council projects are assigned for oversight purposes to an appropriate committee. The dissemination project was assigned to the Committee on Coordinating Educational Information and Research; Commissioner Mark Shedd of Connecticut was chair. The project director reported progress on the project to that committee each time it met for the duration of the project.

C. Establishment of a project Study Group. The project proposal called for the appointment of a Study Group of chief state school officers to provide input into the development of the project's activities and to determine the appropriateness of those activities. Commissioner Harold Raynolds, Jr., Maine, was chair; the other members were Lynn Simons, Wyoming; Don Roberts, Arkansas; Robert Scanlon, Pennsylvania; and Fred Burke, New Jersey. The Study Group met each time the

Council's membership met throughout the duration of the project. Secretary Scanlon provided liaison between the Study Group and the Coordinating Educational Information Research committee, as he was a member of both groups. Members of the Study Group were an important part of the operation of the project. They reviewed materials and made suggestions for revision; help set the agenda for meetings with chief; screened proposed recommendations; and generally supplied the chief state school officer point of view to all proposed activities, necessary in order to make those activities as pertinent as possible.

D. State Dissemination Leadership Project. Soon after the project began, the project director was appointed to the planning committee for the 1980 State Dissemination Leadership Project national meeting. The committee met twice, and the national meeting was held in the fall in Minneapolis. Representatives from state departments of education heard presentations from project directors and program directors, and participated in sharing sessions. This was the last such national meeting held.

E. Establishment of a planning committee. Although it was not part of the project proposal, a planning committee of dissemination practitioners at several levels was proposed by the project director to NIE. The suggestion was approved, and the committee was established. Representatives of several federal agencies, regional programs, special projects, and state departments of education were on the committee. It met three time early in the project and provided significant input into the planning processes. The committee was especially important in the development of the early versions of the recommendations, and also contributed signficantly to the development of the data gathering instrument. A list of the committee members and a sample meeting agenda can be found in the appendixes.

F. Briefing for the project by five national studies. Early in the first year of the project, it became obvious that the data collection activities and development of the recommendations must consider what significant information had

been produced by earlier activities. The project director again proposed an event that was not part of the original proposal but was considered to be necessary in order to take advantage of the results of earlier studies. The proposal was to call together for a one-day seminar the dissemination experts who had conducted or were conducting major studies of dissemination at the SEA level. NIE approved the idea, and the seminar was held on November 12, 1980. The following projects were represented:

(1) NTS Study of State Dissemination Capacity Building Program;

(2) Abt Associates Evaluation of the R&D Utilization Project;

(3) The Network Dissemination Study;

(4) An Early Study of the National Diffusion Network; and

(5) A Study of Education Service Agencies Roles and Functions.

Persons who conducted those studies attended, and NIE made arrangements for those persons still under contract to use contract funds to attend. Dr. Lee Wickline, director of the National Diffusion Network, made arrangements for a representative of that early study to attend.

The information presented that day was important. It provided the project director and planning committee with ideas and approaches that ultimately had an impact on both the recommendations and the summary documents that described SEA dissemination practices. A copy of the program for that seminar, and an edited transcript of the seminar are in the appendixes.

G. Quail Roost. Another activity that provided a look back at activities that had influenced the development of SEA-level dissemination programs was sponsored by the State Dissemination Leadership Project, with assistance from the Council's project director. Persons who had been involved in the Interstate Project on Dissemination, the Dissemination Analysis Group, and other studies were invited to Quail Roost, North Carolina, to discuss what had happened at all levels since the recommendations from those reports were issued. A large number

of persons from the Education Department also attended. Although several discussions were held around the topics on which earlier recommendations were made, little progress was made toward a real assessment. Observers believed that the meeting program was not designed adequately to provide for organized study of the results of recommendations.

In preparation for the Quail Roost meeting, the Council's project director worked with the SDLP staff for two days to summarize the recommendations that had come from a variety of sources. That document did prove to be useful and was an effective reference point as the project recommendations were developed. That summary can be found in the appendixes.

H. Survey of the states. Perhaps the most significant and useful activity of the project was the survey of the current status of dissemination programs in state departments of education. An extensive survey had not been part of the original proposal, but when it became obvious that meetings of chief state school officers would not be possible, the project director and the NIE project officer proposed the more extensive data collection. A copy of the survey and the results of the survey are in the appendixes. In addition, an update of the survey was completed late in the project. A copy of the update instrument and the results are also in the appendixes. The project director wrote a thorough summary of the survey results for a chapter in a new book from Sage Publications that was edited by Matilda Butler and William Paisley. The chapter describes the more pertinent results of the survey and draws conclusions from those results. A copy of that chapter is in the appendixes. Also in the appendixes is a copy of a flyer announcing the availability of the book. That flyer lists the other chapters and their authors.

It should be noted here that, not only was the survey the most significant activity of the project, but it was also the most time-consuming. The survey instrument went through four writings, with extensive reviews at all stages. The project director is endebted to Virginia Cutter, Dr. Gene Hall, Dr. Charles Mojkowski, and Dr. Charles Haughey for assisting in the review of the instrument.

I. Consolidation Clearinghouse. One of the ongoing activities of the project was to supply information on request to members of the Council on a variety of subjects. When the Education Consolidation Improvement Act (ECIA) was passed by Congress, providing funds to state departments of education through block grants, it became obvious that the project could be of significant assistance by helping SEAs get ready to adminster this new program. The Council asked for an addition to the project's scope of work so that the project director could establish and run a clearinghouse for information about the administration of ECIA, especially Chapter 2. NIE approved the request. Over the next six months, Council staff collected such information as formula development, state plans, advisory committee plans and agendas, state legislation, and others, and supplied that information on request to state departments of education and others. It is estimated that 250 requests for information were received, ranging for requests for specific items to requests for "one of everything." In addition, a monthly newsletter was written and mailed to all SEAs, summarizing important developments. Copies of those newsletters are in the appendixes, including an edition that listed the types of information available through the Council's project.

NIE is to be commended for recognizing this need for new information and for allowing the change in scope of work so this activity could be carried out.

J. Development of the recommendations. Easily the second most important activity of the project was the development of a set of recommendations to NIE on dissemination-school improvement programs and functions. Those recommendations went through several stages. First, a draft was reviewed extensively by the project planning committee. Second, a revised set of recommendations received extensive review by the Council's Board of Directors at their meeting in August 1981. Third, the final recommendations were reviewed and approved by the Committee on Coordinating Educational Information and Research at their meeting in November

1981. The entire membership of the Council reviewed the recommendations and gave them unanimous approval at their Annual Meeting in Portland, Oregon, in November 1981. The recommendations were formally presented to Mr. Edward Curran, Director of the National Institute of Education, members of his staff, and others in a presentation on March 25, 1982. To date, there has been no written acknowledgement of receipt of the recommendations by NIE to the Council.

Copies of the various drafts of the recommendations are in the appendixes.

K. Other activities.

1. The project director prepared and submitted quarterly reports to the project officer throughout the project. Those reports are on file in the project officer's office.

2. The project director provided technical assistance to approximately 10 states during the project, including on-site visits to Arkansas and Pennsylvania.

3. The project director prepared two additional documents that address the state of dissemination activities in SEAs. Copies of those documents are in the appendixes.

4. The project director gave presentations to two annual meetings of the NIE project directors, the 1980 State Dissemination Leadership Project meeting, and briefed five groups of people involved in dissemination programs in the federal government.

5. The project director prepared six reviews of project activities for inclusion in materials for meetings of the Council's Board of Directors.

III. Review of Goals and Objectives

This section of the report deals with the goals and objectives of the project, both those stated in the original project proposal and those developed as a result of changes in the project scope of work. The first four are those stated briefly in the introduction of this report. The other two are the major tasks listed in the original proposal. There is some overlap between the first four and the second two; that overlap will be dealt with in each individual review. That overlap exists because there were no precisely stated objectives in the original proposal.

A.1. Study the current status of dissemination programs in state departments of education and draw conclusions about which approaches seem to be working best.

This was accomplished in full through the survey of the states and the later update of that survey. The article for the Paisley/Butler book draws the appropriate conclusions. All of these items are in the appendixes.

A.2. Involve chief state school officers in discussions about those programs, and, in doing so, provide them with the information they need to support programs in their individual SEAs.

The original proposal and the plans for the project's conduct included regional meetings for chief state school officers. However, following the drastic changes in education following the election of 1980 and the changes occurring in state capitals, it became obvious that those meetings would not be well attended. This notion was substantiated by the Study Group and the Committee on Coordinating Educational Information and Research, both of them advising against holding regional meetings. The project director then proposed the change in the scope of work that included meetings with chiefs whenever possible at other scheduled events. In this way, approxima-

tely 20 chiefs spent considerable time discussing the project, and another 15 reviewed the recommendations and had an opportunity to comment on them prior to the November 1981 vote. Therefore about 35 chiefs were involved to some degree in discussions about the project, a substantial number of them who get involved in discussions about any topic under consideration by the Council. In addition, all major documents--the survey results, the chapter from the book, the two brief summary documents--were sent to all chiefs for their information. The items listed above are all in the appendixes.

A.3. Determine which services and resources being provided to SEAs from the national and regional levels are most important, and recommend to the National Institute of Education strategies, programs, and services that continue to be needed by states.

This was accomplished fully through the survey of the states and the development and presentation of the recommendations to NIE.

A.4. Develop and institutionalize a dissemination program within the Council of Chief State School Officers that continues to provide support to the Council's members.

This was fully accomplished by the Board of Directors when they established the Office of Dissemination and Information Management following the project's completion and placed the project director in charge of that office.

B.1 Systematically review the accomplishments of the federal-state partnership in designing and implementing dissemination programs that effectively share current educational knowledge.

This was accomplished through the survey of the states and the followup to the survey.

B.2. Build an agenda to spell out future collaborative actions on the part of the chief state school officers and federal policymakers that will guide state and federal dissemination efforts in the early 1980s.

This was partially accomplished through the development and submission of the recommendations to NIE. However, at present there seems to be confusion at all levels--local, state, and federal--about the appropriate role of the federal government in education. Until some agreement is reached, it is difficult to determine the role of the federal government in dissemination. Because of this, it has not been possible to develop a set of collaborative actions that can direct future dissemination efforts. Hopefully, this agenda-building process can still be undertaken.

IV. Conclusions

The Council's dissemination project was, by all accounts, very successful. It produced a set of recommendations based on sound information about the current status of dissemination programs in state departments of education and their present and future needs. It provided chief state school officers with information that was useful to them as they worked to institutionalize programs in their own states. And it provided the Council itself the opportunity to set in place a continuing emphasis on dissemination by establishing the office of dissemination and information management.

Several factors contributed to the success of the project. First, the Council and NIE established a close working relationship that, in the words of the Council's executive director, is "how we would like to run all projects." Staff at NIE were always receptive to requests by Council staff for changes in the scope of work. This made it possible for the project director to continue to focus the activities of the project on current situations, producing information and assistance to chief state school officer that was useful and relevant.

Second, the Council's Board of Directors and Committee on Coordinating Educational Information and Research both provided solid support to the project's work.

Third, support from other dissemination activities was strong. Directors of the NIE-funded Regional Exchanges invited the project director to become an ex officio member of their planning group, and they provided opportunities on many occasions for the project's work to be enhanced by cooperative activities. For example, the Regional Exchange at the Appalachia Lab took the results of the Council survey and published a report on the states it serves. That report is in the appendixes.

Fourth, and most important, response from the state departments of education was complete and rapid. All 50 states and three of the six territories responded to the survey, unprecedented in the history of Council projects. This kind of

cooperation made it possible for the project's reports to be complete and reflect the situation as it actually existed in SEAs.

The problems encountered by the project have already been discussed. Principally, the problems were created by drastic changes in the focus on dissemination at the federal level and the reductions in both staff and funds at the state level. However, these problems were overcome through changes in the scope of work, allowing the project director to redirect funds and energies into activities that were useful.

Obviously, the most important outcome of the project was the Council's ability to institutionalize the dissemination function. Members of the Council will continue to focus their attention on dissemination/school improvement activities, and they will, through this office, work to increase the involvement of the federal government in assisting schools to improve.

LIST OF APPENDIXES

1. Briefing book - this appendix contains everything that was included in the briefing book that was presented to persons attending the formal recommendations from the project to the Director of the National Institute of Education. Specifically, it contains:

   a. an introduction, including a listing of all the people who were involved in the project

   b. the official recommendations from the Council to NIE

   c. the general and state-specific results of the survey of the states and the update of the survey

   d. two articles about the project, including the chapter for the Butler/Paisley book

   e. the transcript of the November 1980 briefing.

2. Agenda for meetings of the project Study Group

3. Agenda for meetings of the Planning Committee

4. Review of the recommendations from former dissemination studies, prepared by the project director for the Quail Roost meeting

5. Flyer announcing the availability of the Butler/Paisley book

6. Copy of the original survey instrument

7. Consolidation Clearinghouse newsletters

8. Early drafts of the recommendations

9. Additional summary documents prepared by the project director

10. Copies of various newsletters mentioning the project

11. AEL review of dissemination in Southeastern states

APPENDIX 1

BRIEFING BOOK - THIS APPENDIX CONTAINS EVERYTHING THAT WAS INCLUDED IN THE BRIEFING BOOK THAT WAS PRESENTED TO PERSONS ATTENDING THE FORMAL PRESENTATION OF THE RECOMMENDATIONS FROM THE PROJECT TO THE DIRECTOR OF THE NATIONAL INSTITUTE OF EDUCATION. SPECIFICALLY, IT CONTAINS:

A. AN INTRODUCTION, INCLUDING A LISTING OF ALL THE PEOPLE WHO WERE INVOLVED IN THE PROJECT
B. THE OFFICIAL RECOMMENDATIONS FROM THE COUNCIL TO NIE
C. THE GENERAL AND STATE-SPECIFIC RESULTS OF THE SURVEY OF THE STATES AND THE UPDATE OF THE SURVEY
D. TWO ARTICLES ABOUT THE PROJECT, INCLUDING THE CHAPTER FOR THE BUTLER/PAISLEY BOOK
E. THE TRANSCRIPT OF THE NOVEMBER 1980 BRIEFING.

Recommendation

Dissemination/School Improvement
Programs Funded by the
Department of Education

Recommendations from the
Chief State School Officers
through the
Dissemination Management Project

Washington, D. C.
March 25, 1982

Council of Chief State School Officers

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California Superintendent
of Public Instruction

President-Elect
CALVIN M. FRAZIER
Colorado Commissioner
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Connecticut Commissioner
of Education

RALPH D. TURLINGTON
Florida Commissioner
of Education

Executive Director
WILLIAM F. PIERCE

March 25, 1982

Mr. Edward Curran
Director
National Institute of Education
Washington, D. C.

Dear Mr. Curran:

The membership of the Council of Chief State School Officers is pleased to submit to the Department of Education and the National Institute of Education the following recommendations concerning dissemination and school improvement programs in state departments of education.

The recommendations were developed over a two-year period. Chief state school officers, dissemination practitioners, researchers and evaluators, and others were involved in their development. We believe they represent an accurate statement of what chiefs believe to be significant in this area of their responsibility and concern.

Funds for this work were provided by a grant from NIE. The Council expresses its appreciation to NIE for this opportunity to study this important field and makes its recommendations. We as individuals and as an organization offer our assistance in their implementation.

Sincerely,

Wilson Riles

Wilson C. Riles
President

COUNCIL OF CHIEF STATE SCHOOL OFFICERS
379 Hall of the States, 400 North Capitol Street, N.W., Washington, D.C. 20001 • 202/624-7702

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Section V (tan)	Transcription of the November 1980 Briefing

The work on which this publication is based was performed pursuant to Grant No. NIE-G-80-0036 of the National Institute of Education. It does not, however, necessarily reflect the views of that agency.

INTRODUCTION

The process of developing a set of recommendations for a group as diverse as the chief state school officers requires involving many people. Obviously, it involves considering foremost the range of interests and concerns of the chiefs themselves. It also requires soliciting information and assistance from dissemination practitioners, researchers, and other experts in the field.

We have attempted to do that in this project. On the next page is a list of people who have been directly involved in the discussions that led to the membership of the Council approving the recommendations at their annual meeting in Portland, Oregon, in November 1981. In addition, other chiefs, on an individual basis and in small group discussions, have provided ideas and suggestions as the work has progressed.

Much of the data that was collected during the project is also included. It ranges from numbers reflecting resources, services, activities, and trends in state departments of education, to ideas and results gleaned from studies and evaluations in dissemination over the past several years. The people who provided this information have contributed immeasurably to the process of developing the recommendations.

The project director has, at the request of individuals and organizations, attempted to draw some conclusions based on data

from the project. Two articles that includes some of those reflections are also included.

Council President Wilson Riles, California state superintendent of schools, has strongly urged the chiefs to devote time, resources, and attention during his term of office to the continued development of a system for sharing important information and assistance. This emphasis on the need for effective dissemination programs adds credence to these recommendations.

The Council staff and the chiefs themselves are eager to provide assistance and suggestions as Education Department officials work to implement the recommendations.

William F. Pierce
Executive Director

Patrick Martin
Project Director

Council of Chief State School Officers

Board of Directors

When recommendations were discussed		Present
Robert D. Benton, Iowa	President	Wilson C. Riles, California
Anne Campbell, Nebraska	Vice President	Robert D. Benton
Wilson C. Riles	President-Elect	Calvin M. Frazier, Colorado
Frank B. Brouillet, Washington	Directors	Gordon M. Ambach, New York
Charles E. Holladay, Mississippi		Frank B. Brouillet
Mark R. Shedd, Connecticut		Charles E. Holladay
Roy Truby, West Virginia		Ted Sanders, Nevada
Ralph D. Turlington, Florida		Mark R. Shedd
Carolyn Warner, Arizona		Ralph D. Turlington

Committee on Coordinating Educational Information and Research

Mark R. Shedd	Chair	Don R. Roberts, Arkansas
Charles McDaniel, Georgia	Vice Chair	Walter D. Talbot, Utah
Don R. Roberts		Verne A. Duncan, Oregon
Jerry L. Evans, Idaho		Maria Socorro Lacot, Puerto Rico
Donald G. Gill, Illinois		Phillip Runkel, Michigan
A. Craig Phillips, North Carolina		Carolyn Warner
Joseph C. Crawford, North Dakota		
S. John Davis, Virginia		
Ted Sanders		
Fred G. Burke, New Jersey		
Loran J. Koprowski, Northern Mariana Islands		
Robert G. Scanlon, Pennsylvania		
Walter D. Talbot		

Dissemination Study Group (appointed as an ad hoc group for this project)

Fred G. Burke, chair
Don R. Roberts
Robert G. Scanlon
Harold Raynolds, Jr., Maine
Lynn Simons, Wyoming

Dissemination Management Project Planning Assistance Committee

Milton Goldberg, Assistant Deputy Secretary, OERI, ED
Lee Wickline, Director, National Diffusion Network
Dr. James Johnson, Director, Marketing, OSE, ED
Barbara Lieb-Brilhart, Project Monitor, Regional Program, NIE
John Egermeier, Research and Evaluation Program, NIE
David Crandall, The Network
Sandra Orletsky, Appalachian Educational Laboratory
Sara Murphy, Assistant Director, Arkansas Department of Education
David Lidstrom, State Facilitator, Iowa Department of Education
Joe Pascarelli, Director, Regional Exchange, Northwest Laboratory
Susan Loucks, Research and Development Center for Teacher Education, The University of Texas at Austin
Carol Reisinger, Consultant (formerly director of dissemination, Illinois Department of Education)

Recommendations to the Department of Education on Dissemination Programs in State Departments of Education

Introduction

Members of the Council of Chief State School Officers--the heads of the 57 departments of education in the states, the District of Columbia, and the extra-state jurisdictions--are committed to providing the resources and services local school districts need in order to improve classroom practices and management procedures. The federal government has traditionally been an active partner as states have worked to develop the kinds of programs that could best carry out that commitment.

The development of those state level dissemination/school improvement programs has been enhanced dramatically by federally funded programs designed to provide the impetus to coordinate widely disparate activities. The National Institute of Education has, since 1975, funded states to build dissemination capacity and developed rules and regulations for that program so states could design activities to fit their own unique needs. The capacity building program has been the most effective vehicle available to states, and the results of it can be found in many forms in all SEAs that have participated. The National Diffusion Network, again with regulations that are not tightly restrictive, adds another dimension with its bank of proven programs and skilled change agents in place to help local districts learn about them and use them. The Regional Exchange project, again funded by NIE, provides the resources, services, and development functions SEAs need as they discover gaps and problems in their efforts, especially in the area of policy development.

The State Dissemination Leadership Project has added that key ingredient--a forum through which state school improvement leaders could share ideas and resources, talk through common problems, and discover ways in which their expertise and willingness to help each other could be fostered.

Significantly, the backbone of the resource base on which the states have relied has been the ERIC system, funded by NIE and providing the major tie to research and development activities across the country--the good ideas that school people need in order to increase the quality of teaching and learning.

Other federally funded programs have also been significant in the development of this coordinated state thrust. Education for disadvantaged, special education, vocational education--all have dissemination requirements in their rules and regulations, and all have both specific and general kinds of information, programs, and materials that teachers and administrators need.

The rationale that most states have used, especially in their dissemination capacity building efforts, has been that the local school district is best served when access to all these resources (including those state-specific resources SEAs have available) is coordinated. Research tells us that change is going to occur slowly, if at all, when teachers and administrators have to go to many different places and people to get the kinds of information and assistance they need with a specific problem.

Chief state school officers are convinced that they must continue to develop effective, coordinated school improvement programs if they are to meet their obligations as service providers to local school districts. They are also convinced that the federal efforts that have been most significant in helping them develop effective, coordinated school improvement programs must continue.

They also believe that increased coordination at the federal level is necessary if state programs are to function smoothly. Many state departments of education are working to develop coordinated dissemination/school improvement programs. That coordination works best only when it is possible to combine a variety of efforts into one unit with the responsibility for carrying out dissemination functions across the department. However, accomplishing this continues to be a difficult task because of conflicts in rules and regulations governing federally funded programs. Most of those federal programs have dissemination functions mandated in them, but their individual regulations require that those functions remain with the administration of that specific program, requiring chiefs to organize and conduct a variety of dissemination activities with little or no internal coordination. Only when those rules and regulations are written to allow the administrative flexibility necessary for state level coordination can chief state school officers fully accomplish the goal of providing local teachers and administrators with whatever information and assistance they need from a central source.

The Council of Chief State School Officers, therefore, respectfully requests that the Secretary of Education and the Director of the National Institute of Education give strong consideration to the following recommendations.

RECOMMENDATION

The Council of Chief State School Officers recommends that the activities currently underway or planned in the following generalized dissemination/school improvement programs be continued:

- the State Dissemination Leadership Project;
- the Educational Resources Information Center (ERIC);
- the Research and Development Exchange; and
- the National Diffusion Network.

The Council further recommends that the four programs be administered from the same division in the Department of Education, that rules and regulations for their administration be designed to eliminate any conflict in purpose, goals, and functions, and that they allow for maximum flexibility at the state level.

RECOMMENDATION

Programs from the Department of Education that are important to chief state school officers as they plan their dissemination/school improvement programs, are, in many cases, not easily useable because of inadequate and/or inconsistent funding. The Council of Chief State School Officers recommends, therefore, that the four programs recommended for continuation be adequately funded to provide for maximum accessibility at the state level.

RECOMMENDATION

States that have participated in the dissemination capacity building program have experienced varying degrees of success in establishing and institutionalizing the components of a coordinated program. In many cases, additional assistance is needed to complete the developmental phases of a program, while without that assistance an entire program may be jeopardized. Therefore, the Council recommends that special purpose grants specifically for the purpose of completing an identified activity be made available to SEAs.

RECOMMENDATION

It is both complicated and expensive to conduct research and evaluation of the process for bringing about meaningful change in teaching and administration. State school improvement practitioners have benefited greatly over the years from federally funded efforts that have studied the effectiveness of programs and, more generally, the characteristics that any school improvement activity must have if it is to be successful. Therefore, the Council of Chief State School Officers recommends that the Department of Education continue to develop and fund major programs that help state staff both understand the processes of change and the effectiveness of state, federal, and local attempts to cause change to occur.

RECOMMENDATION

Almost all major federally funded programs (special education, education for the disadvantaged, vocational education, and others) have dissemination components. However, often those programs must be administered by regulations that create problems as chief state school officers attempt to coordinate dissemination activities at the state level. Therefore, the Council of Chief State School Officers recommends that the Secretary of Education create a Dissemination Policy Council charged with the responsibility for coordinating the development of rules and regulations across the Department for programs that have dissemination/school improvement functions. It further recommends that that Policy Council work from a common definition of dissemination that includes information resources, technical assistance, and staff development/inservice. It also recommends that dissemination practitioners from state departments of education be invited to sit as full members of the Policy Council to provide the state point of view to the Council's deliberations.

The Dissemination Management Project at the Council of Chief State School Officers ends on March 30, 1982. However, the Council stands ready to assist the Department of Education in any appropriate way in the implementation of these recommendations.

General
and
State-Specific Results
of the
DISSEMINATION SURVEY

Dissemination Management Project

Council of Chief State School Officers

400 North Capitol Street

Suite 379

Washington, D. C. 20001

Patrick Martin, Project Director

SECTION A: DEFINITIONS OF DISSEMINATION

1. Is the dissemination unit in your SEA designed to provide clients with assistance at all four levels?

__41__ yes __12__ no

2. Please indicate which levels are part of your dissemination unit's functions, and what percentage of that unit's activities occur at each level (your best estimate).

number of states indicating they provide service		average percentage of time devoted to service
49	spread	31.5%
49	exchange	27.0%
47	choice	22.1%
44	implementation	19.4%

3. Which of the following statements best describes the major functions of your dissemination unit (check as many as applicable)?

__44__ providing information through publications and other printed and audiovisual materials
__50__ providing information to teachers, administrators, and others, including the general public
__45__ providing information and general assistance in using that information
__40__ assisting school to install new programs
__27__ coordinating SEA dissemination functions through a central office
__17__ other
__1__ not applicable

SECTION B: POLICIES AND PROCEDURES

1. Is there an approved state board policy covering the dissemination function in your SEA?

__7__ yes __46__ no

2. Please indicate which, if any, of the programs/projects/services listed below were especially significant in the development of that policy.

__4__ Special Purpose Grant (NIE)
__8__ Dissemination Capacity Building Grant (NIE)
__6__ Regional Exchange Project (NIE)

8 Statewide Task Force (with both external and internal-to-the-SEA members

6 Internal-to-the-SEA Task Force

6 other

1 none

29 not applicable

3. If there a written SEA administrative procedure detailing how the dissemination function is to be carried out?

18 yes 34 no 1 not applicable

4. Does the administrative procedure indicate where the dissemination function is to be located with the SEA organization?

20 yes 26 no 7 not applicable

5. Is there any state legislation mandating the dissemination functions?

11 yes 42 no

6. If the answer to number 5 was yes, is the legislation tied to a specific program area, or is it general in nature?

4 tied to a specific program area

7 general in nature 42 not applicable

7. Please describe briefly any other key factors that influenced the development of your dissemination policy and procedures in the SEA.

11 federal programs

6 SEA commitment

5 local needs

3 SBOE, chiefs' priorities

2 federal dissemination requirements

15 others, including state-specific responses

27 not applicable

8. Please identify those major factors which you believe will influence the future development of your dissemination organization and activities.

18 federal funding

16 state funding

17 SEA leadership

12 SEA/LEA needs

11 SBOE/Legislative mandates

8 staffing

6 institutionalization

4 technology

3 success of Title IV C

3 cost effectiveness

13 others

3 not applicable

SECTION C: RELATIONSHIPS

1. In your opinion, is there a general understanding in the SEA of dissemination concepts, especially as they apply to the program as it exists in your SEA?

Yes	No	Somewhat	
10	18	23	State Board of Education members (2)
36	2	15	Chief State School Officer
34	2	16	deputy chiefs (1)
28	2	23	division/department heads
22	5	25	other professional staff (1)
8	1	2	others

NOTE: number in parenthesis refers to states not responding in a specific category.

2. To what extent does the dissemination function share common purposes with the following:

Strong	Moderate	Weak	None	
42	8	0	1	ESEA Title IV C (2)
16	22	12	1	ESEA Title I (2)
21	20	9	1	special education (2)
15	22	11	2	vocational education (3)
20	21	7	3	gifted/talented education (3)
12	17	16	5	bilingual/migrant education (3)
19	21	9	2	general curriculum (2)
21	19	4	2	planning/evaluation (7)
8	19	17	7	computer/statistical services (2)
11	1	0	0	other

3. Is there close coordination of dissemination activities between the dissemination unit and the following:

Strong	Moderate	Weak	None	
30	12	3	1	ESEA Title IV C (7)
9	17	18	1	ESEA Title I (8)
12	19	15	1	special education (6)

8	20	16	2	vocational education (7)
9	17	18	2	gifted/talented education (7)
5	15	22	5	bilingual/migrant education (6)
12	19	11	3	general education (8)
20	12	7	3	planning/evaluation (11)
6	12	19	8	computer/statistical service (8)
15	11	5	3	intermediate units in the state (19)
17	13	11	5	state library
3	7	27	8	other state agencies (labor, commerce, etc.) (8)
4	18	18	6	colleges and universities (7)
22	12	6	5	education labs and R&D centers in your state/region (8)
5	21	13	5	professional education organizations (9)
7	4	2	0	others

SECTION D: ORGANIZATION AND OPERATION

1. When was the last time your SEA underwent a reorganization?

18 1980 10 1979 4 1978 5 1977 6 1976 5 1975

1 1974 1 1972 1 1970 4 not applicable

2. Did it affect dissemination with respect to:

yes	no	
10	41	creation of a dissemination unit (2)
18	33	location of the unit in the SEA (2)
12	39	increasing dissemination staff (2)
16	35	increasing functions of an existing dissemination unit (2)
9	42	increasing fiscal support for the dissemination unit (2)

3. Was improvement in dissemination/school improvement services a factor in the decision to reorganize?

17 yes 35 no 1 not applicable

4. Are dissemination activities regularly planned to further SEA priorities?

46 yes 7 no

5. Which of the following activities/programs are administratively a part of the dissemination unit?

40 information services (ERIC, etc.)

24 public information

31 National Diffusion Network

28 validation of state programs

15 computer/statistical services

28 support services (radio-TV-film, publications, graphics, printing, media)

12 other

4 not applicable

6. Does your state have intermediate service units?

28 yes 24 no 1 not applicable

7. If your answer to number 6 was yes, what are their major functions?

20 media services

19 computer/statistical services

21 payroll/purchasing services

21 dissemination services

24 not applicable

27 special education services

14 testing services

28 curriculum services

11 others

8. Administrative, the intermediate service units are:

6 branches of the SEA

3 independent units

4 other

18 LEA cooperatives, governed by LEA-established boards

2 County-governed units

24 not applicable

9. If your intermediate units provide dissemination services, which of the following are part of those services?

14 facilitator services (National Diffusion Network)

21 responding to requests for information (ERIC searches, etc.)

16 model program identification/state validation assistance

21 technical assistance in adoption/adaption of new programs

28 not applicable

10. To what extent are those services coordinated by/through the SEA dissemination unit?

11 much 7 somewhat 6 little 1 none

28 not applicable

11. Is there an internal advisory committee for the SEA dissemination program?

25 yes 28 no

12. If yes, what are the titles of its members?

11	special education	12	Title IV C
12	Title I	12	vocational education
9	instruction	5	deputy chief
9	planning/evaluation	8	administration
6	English/language arts/basic skills	5	finance
5	equity	4	special services
19	other	28	not applicable

13. How many principal people are on the dissemination unit staff?

44 states reported a total of 270 people, an average of 6.1 per state

14. What are their titles?

20	director	18	coordinator
22	information retrieval specialist	12	facilitator
15	clerical	10	consultant
7	communicator	5	librarian
15	other	13	not applicable

15. Does the SEA provide teachers, administrators, and others in the field with access to an information service (ERIC and other resources)?

49 yes 4 no

16. If yes, please indicate the location of that service.

40	inside the SEA	10	outside the SEA but controlled administratively by SEA staff
10	outside the SEA through contract with another agency	6	other
4	not applicable		

17. If your state has had an NIE dissemination capacity building grant, to what extent has it contributed to the development and maintenance of the information resource center service?

30 much 8 somewhat 2 little 1 none

12 not applicable

18. If the information resource center is in the SEA, to whom does the manager report?

8 director of planning, research and evaluation

5 associate superintendent for operations

4 dissemination director

3 chief of federal programs

3 deputy

2 assistant commissioner for LEA services

2 media director

2 assistant superintendent for instruction

7 others

13 not applicable

19. How does a client in a school get access to the information resource center?

36 through direct request to the SEA-based information resource center

29 through a field-based linker

23 through an SEA-based linker outside the information resource center

4 other

6 not applicable

20. If access is through a field based linker, where is that person housed?

17 in an LEA 19 in an intermediate service unit

8 other 20 not applicable

21. Do state funds support field-based linkers?

12 yes 30 no 11 not applicable

22. Do flow-through federal funds support field-based linkers?

18 yes 32 no 3 not applicable

23. In your state, is state validation a prerequisite to a program being submitted to the Department of Education for national validation.

19 yes 32 no 2 not applicable

24. Does your SEA have the grant to operate the National Diffusion Network project in your state?

29 yes 22 no 2 not applicable

25. If yes, is the person who directs it part of the staff of the dissemination unit?

22 yes 5 no 26 not applicable

26. If the answer to number 24 was no, and the NDN project is located outside the SEA, is there close coordination between the dissemination unit and the agency with the NDN program?

14 yes 4 no 35 not applicable

SECTION E: FUNDING FOR DISSEMINATION

1. Which of the following are currently sources of funding for your dissemination activities: (Put a checkmark in the appropriate box to the left of the source if funds from that source are used for dissemination in any way. If the funds are actually transferred from a source to the budget of a central dissemination unit, please put a checkmark in the appropriate box to the right of the source.)

38	state funds	12
44	ESEA Title IV C funds	14
30	ESEA Title I funds	6
31	special education funds	5
28	vocational education funds	6
37	National Institute of Education funds	18
31	National Diffusion Network funds	13
16	fees for information resource center search services	4
9	others	0
1	not applicable	

2. Will there be a major change in dissemination services within the next year caused by an increase or decrease in funds?

8 increase yes 21 decrease yes 18 neither

6 not applicable

3. If there will be a decrease in services, will it be caused by the end of the five-year NIE-funded dissemination capacity building program?

16 yes 20 no 17 not applicable

4. If not, what are the major factors that will cause the decrease?

6 reduction in state money
5 loss of other funding
4 reduction in Title IV C
3 reduction of NDN grant
2 reduction in NIE grant
5 other
35 not applicable

5. If there will be a decrease, will services to specific client groups have to be reduced?

23 yes 11 no 1 uncertain 18 not applicable

6. If the answer to number 5 was yes, which client groups have to be reduced?

13 SEA staff 15 administrators in schools 18 teachers
12 others 31 not applicable

7. If the answer to number 2 was yes, in which areas below will decreases occur?

12 responses to individual requests for information from a central information center
16 acquisition of additional resources
20 staffing for the dissemination unit
16 reduction in the variety of school improvement services available to teachers and administrators
6 others
28 not applicable

8. If there will be an increase, what will be the source of the additional funds?

8 state funds 2 local funds 11 federal flow-through funds
3 others 34 not applicable

SECTION F: ASSISTANCE FROM OTHER PROJECTS AND SERVICES

1. Please indicate below the degree of assistance (if any) your SEA has received from the following sources as your dissemination program has developed.

much	somewhat	little	none	
10	9	2	21	special purpose grant (NIE)
37	6	0	8	state dissemination capacity building grant (NIE)
4	15	6	22	Regional Services Project (NIE)
12	16	14	8	Technical Assistance Base (NDN)
18	16	8	6	Regional Exchange Project (NIE)
4	17	14	8	consultants from other states
7	20	4	9	visits to other states
6	0	1	0	National Diffusion Network
2	0	0	0	Title V B
2	1	2	0	others

2. In your opinion, which of the projects and/or activities listed above has been most significant in increasing your SEA's ability to develop a dissemination/school improvement program?

34 dissemination capacity building program

14 National Diffusion Network

9 Regional Exchange Project

6 Technical Assistance Base

4 consultants

4 special purpose grant

4 Title IV C

6 others

6 not applicable

State-by-State Results Dissemination Survey

Council of Chief State School Officers

SECTION A: DEFINITIONS OF DISSEMINATION	ALABAMA	ALASKA	AMERICAN SAMOA	ARIZONA	ARKANSAS	CALIFORNIA	COLORADO	CONNECTICUT	DELAWARE	FLORIDA	GEORGIA	GUAM	HAWAII	IDAHO	ILLINOIS	INDIANA	IOWA	KANSAS	KENTUCKY	LOUISIANA	MAINE	MARYLAND	MASSACHUSETTS	MICHIGAN	MINNESOTA	MISSISSIPPI	MISSOURI	MONTANA	NEBRASKA
1. Is the dissemination unit in your SEA designed to provide clients in schools with assistance at all four levels?																													
yes		x	x		x	x	x	x	x	x			x	x	x		x	x	x	x	x	x		x		x		x	x
no	x			x							x	x				x							x		x		x		
2. Please indicate which levels are part of your dissemination function and what percentage of that unit's activities occur at each level (your best estimate).																													
spread	20	30	20	20	25	30	5	50	15	25	0	NA	25	25	30	10	40	25	30	60	40	25	33	10	10	40	NA	25	50
exchange	40	40	25	80	25	20	50	20	30	25	15	NA	40	25	25	0	30	25	30	20	20	10	34	15	90	30	NA	25	17
choice	25	20	25	0	25	20	35	10	25	25	85	NA	15	25	15	45	15	25	30	10	20	10	33	50	0	20	NA	25	18
implementation	15	10	30	0	25	30	10	20	30	25	0	NA	20	25	50	45	15	25	10	10	20	55	0	25	0	10	NA	25	15
3. Which of the following statements best describes the major functions of your dissemination unit? (check as many as applicable)																													
a. providing information through publications and other printed and audiovisual materials	x	x	x	x	x	x		x	x		x	NA	x	x	x			x	x	x	x	x	x		x	x	x	x
b. providing information to teachers, administrators, and others, including the general public	x	x	x	x	x	x	x	x	x	x	x	NA	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
c. providing information and general assistance in using that material	x	x	x	x	x	x	x		x	x	x	NA	x	x	x	x	x	x	x	x	x	x		x		x	x	x	x
d. assisting schools to install new programs	x	x	x		x	x			x	x		NA	x	x	x	x	x	x	x	x	x	x		x		x	x	x	x
e. coordinating SEA dissemination functions through a central office	x	x	x		x	x		x				NA	x	x	x			x		x				x		x		x	
f. other						x	x	x							x			x		x			x					x	x

NEVADA	NEW HAMPSHIRE	NEW JERSEY	NEW MEXICO	NEW YORK	NORTH CAROLINA	NORTH DAKOTA	NORTHERN MARIANAS	OHIO	OKLAHOMA	OREGON	PENNSYLVANIA	PUERTO RICO	RHODE ISLAND	SOUTH CAROLINA	SOUTH DAKOTA	TENNESSEE	TEXAS	TRUST TERRITORIES	UTAH	VERMONT	VIRGINIA	VIRGIN ISLANDS	WASHINGTON	WEST VIRGINIA	WISCONSIN	WYOMING
x	x	x		x	x	x	-*	x	x	x		x	x	x	x		x	-	x	x	x	-	x	x	x	
			x								x					x										x
50	50	5	50	25	NA	40	-	20	50	40	35	25	25	30	10	94	50	-	30	25	50	-	25	70	25	40
10	30	10	50	20	NA	20	-	5	30	20	35	25	25	40	15	4	10	-	30	35	30	-	30	10	25	30
20	15	35	0	10	NA	15	-	25	10	20	15	25	25	20	35	2	35	-	25	25	10	-	25	10	25	20
20	5	50	0	45	NA	25	-	50	10	20	15	25	25	10	40	0	5	-	15	15	10	-	20	10	25	10
x	x	x	x	x	x	x	-	x		x	x	x	x	x	x		x	-	x	x	x	-	x	x		x
x	x	x	x	x	x	x	-	x	x	x		x	x	x	x	x	x	-	x	x	x	-	x	x		x
x	x	x	x	x	x	x	-	x		x		x	x	x	x		x	-	x	x		-	x	x	x	x
x	x	x		x	x	x	-	x		x		x	x	x	x			-	x	x		-	x	x	x	x
x		x				x	-		x	x		x		x	x		x	-		x		-	x	x		
			x	x			-	x						x			x	-				-	x	x	x	

A.1-3

NOTE: The symbol - indicates that no response at all was received for this particular question. This symbol will indicate no response received throughout all the questionnaire displays.

SECTION B: POLICIES AND PROCEDURES

	ALABAMA	ALASKA	AMERICAN SAMOA	ARIZONA	ARKANSAS	CALIFORNIA	COLORADO	CONNECTICUT	DELAWARE	FLORIDA	GEORGIA	GUAM	HAWAII	IDAHO	ILLINOIS	INDIANA	IOWA	KANSAS	KENTUCKY	LOUISIANA	MAINE	MARYLAND	MASSACHUSETTS	MICHIGAN	MINNESOTA	MISSISSIPPI	MISSOURI	MONTANA	NEBRASKA
1. Is there an approved state board policy covering the dissemination function in your SEA?																													
yes										X												X						X	
no	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X		X
2. Please indicate which, if any, of the programs/projects/services listed below were especially significant in the development of that policy.																													
a. special purpose grant (NIE)									-				X	-				-						X					
b. dissemination capacity building grant (NIE)						X			-				X	-	-			-	X					X				X	
c. Regional Exchange project (NIE)									-				X	-				-				X						X	
d. statewide task force						X			-				X	-				-	X			X						X	
e. internal-to-the-SEA task force									-					-				-	X			X		X					
f. other						X			-	X			X	-	X			-				X		X					
g. none									-					-		X		-											
h. not applicable	X	X		X	X		X	X	-		X	X		-			X	-		X	X		X		X	X	X		X
3. Is there a written SEA administrative procedure detailing how the dissemination function is to be carried out?																													
yes		X	X	X		X							X	X				X	X	X		X		-		X		X	
no	X				X		X	X	X	X	X	X			X	X	X				X		X	-	X		X		X
4. Does the administrative procedure indicate where the dissemination function is to be located within the SEA organization?																													
yes		X	X	X		X				X			X					X	X	X		X				X		X	
no					X		X	X	X		X	X		X	X	X	X				X				X		X		X
not applicable	X																						X	X					

	NEVADA	NEW HAMPSHIRE	NEW JERSEY	NEW MEXICO	NEW YORK	NORTH CAROLINA	NORTH DAKOTA	NORTHERN MARIANAS	OHIO	OKLAHOMA	OREGON	PENNSYLVANIA	PUERTO RICO	RHODE ISLAND	SOUTH CAROLINA	SOUTH DAKOTA	TENNESSEE	TEXAS	TRUST TERRITORIES	UTAH	VERMONT	VIRGINIA	VIRGIN ISLANDS	WASHINGTON	WEST VIRGINIA	WISCONSIN	WYOMING
		X*		X				-					X					X					-				
	X		X		X	X	X	-	X	X	X	X		X	X	X	X		-	X	X	X	-	X	X	X	X
			-					-				-	X			-			-				-			-	-
		X	-					-				-				-		X	-	X			-			-	-
		X	-	X				-				-				-		X	-	X			-			-	-
		X	-	X				-				-				-		X	-	X			-			-	-
		X	-					-				-				-		X	-	X			-			-	-
			-					-				-				-		X	-	X			-			-	-
			-					-				-				-			-				-			-	-
	X		-		X	X	X	-	X	X	X	-		X	X	-	X		-		X	X	-	X		-	-
	X		X					-							X	X		X	-				-		X		
		X		X	X	X	X	-	X	X	X	X	X	X					-	X	X	X	-	X		X	X
			X					-		X			X		X	X	X	X	-				-		X		
	X				X	X	X	-	X				X						-				-				
		X					X	-				X		X					-				-				

B.1-4

NOTE: New Hampshire--State Board has accepted goals of project as goal for Department in this area.

SECTION B: POLICIES AND PROCEDURES (continued)

	ALABAMA	ALASKA	AMERICAN SAMOA	ARIZONA	ARKANSAS	CALIFORNIA	COLORADO	CONNECTICUT	DELAWARE	FLORIDA	GEORGIA	GUAM	HAWAII	IDAHO	ILLINOIS	INDIANA	IOWA	KANSAS	KENTUCKY	LOUISIANA	MAINE	MARYLAND	MASSACHUSETTS	MICHIGAN	MINNESOTA	MISSISSIPPI	MISSOURI	MONTANA	NEBRASKA
5. Is there any state legislation mandating that the SEA perform dissemination functions?																													
YES						X		X													X						X	X	
NO	X	X	X	X	X		X		X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X			X
6. If the answer to number 5 was yes, is the legislation tied to a specific program area, or is it general in nature?																													
a. tied to a specific program area (please identify)						X																							
b. general in nature								X													X						X	X	
c. not applicable	X	X	X	X	X		X		X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X			X
7. Please describe briefly any other key factors that influenced the development of your dissemination policy and procedures in the SEA.																													
a. SEA commitment					X													X											
b. federal programs					X						X			X			X												X
c. federal dissemination requirements				X				X																					
d. local needs						X																						X	
e. SDE, chief's priorities						X												X											
f. other, including state-specific responses				X		X									X		X	X		X		X				X			
g. not applicable	X	X	X				X		X			X	X			X			X		X		X	X	X	X	X		

	NEVADA	NEW HAMPSHIRE	NEW JERSEY	NEW MEXICO	NEW YORK	NORTH CAROLINA	NORTH DAKOTA	NORTHERN MARIANAS	OHIO	OKLAHOMA	OREGON	PENNSYLVANIA	PUERTO RICO	RHODE ISLAND	SOUTH CAROLINA	SOUTH DAKOTA	TENNESSEE	TEXAS	TRUST TERRITORIES	UTAH	VERMONT	VIRGINIA	VIRGIN ISLANDS	WASHINGTON	WEST VIRGINIA	WISCONSIN	WYOMING
					X			-								X			-				-	X	X	X	X
	X	X	X	X		X	X	-	X	X	X	X	X	X	X		X	X	-	X	X	X	-				
					X			-								X			-				-	X	X	X	X
								-											-				-				
	X	X	X	X		X	X		X	X	X	X	X	X	X		X	X	-	X	X	X	-					
								-	X				X					X	-				-	X				
								-		X	X	X							-	X	X		-	X				
		X						-								X			-				-	X				
								-										X	-				-					
			X	X				-			X			X	X	X							-	X				
	X				X	X	X	-		X		X					X		-	X		X	-		X	X	X

B.5-7

B.6.
NOTES: Specific program areas indicated are:
California: Almost all state legislation carries this request.
South Dakota: Buildings, grounds, equipment, course guidelines, school law, and data reporting.
Washington: remediation assistance Program, URRD, special education

SECTION B: POLICIES AND PROCEDURES (continued)

8. Please identify those major factors which you believe will influence the future development of your dissemination organization and activities.	ALABAMA	ALASKA	AMERICAN SAMOA	ARIZONA	ARKANSAS	CALIFORNIA	COLORADO	CONNECTICUT	DELAWARE	FLORIDA	GEORGIA	GUAM	HAWAII	IDAHO	ILLINOIS	INDIANA	IOWA	KANSAS	KENTUCKY	LOUISIANA	MAINE	MARYLAND	MASSACHUSETTS	MICHIGAN	MINNESOTA	MISSISSIPPI	MISSOURI	MONTANA	NEBRASKA
a. federal funding	x				x		x		x			x			x		x									x			x
b. state funding	x				x		x								x		x		x							x			x
c. SEA leadership commitment	x					x								x			x	x		x			x						
d. expressed SEA/LEA needs					x	x	x		x															x				x	
e. SDOE/legislative mandates/ policies					x										x			x						x	x				
f. staff	x					x											x		x										x
g. institutionalization													x			x							x				x		
h. technology																												x	
i. success of Title IV C																x						x					x		
j. cost effectiveness				x																									
k. others (including state-specific responses)								x		x	x	x								x								x	
l. not applicable		x	x																										

	NEVADA	NEW HAMPSHIRE	NEW JERSEY	NEW MEXICO	NEW YORK	NORTH CAROLINA	NORTH DAKOTA	NORTHERN MARIANAS	OHIO	OKLAHOMA	OREGON	PENNSYLVANIA	PUERTO RICO	RHODE ISLAND	SOUTH CAROLINA	SOUTH DAKOTA	TENNESSEE	TEXAS	TRUST TERRITORIES	UTAH	VERMONT	VIRGINIA	VIRGIN ISLANDS	WASHINGTON	WEST VIRGINIA	WISCONSIN	WYOMING
a. federal funding	x	x					x	-			x		x		x			x	-				-	x		x	x
b. state funding	x	x						-					x		x			x	-				-	x		x	x
c. SEA leadership commitment				x		x	x	-	x				x		x	x		x	-		x		-				x
d. expressed SEA/LEA needs				x	x		x	-			x			x					-				-				
e. SDOE/legislative mandates/ policies							x	-						x	x		x	x	-				-	x			
f. staff	x			x				-					x		x				-				-			x		
g. institutionalization								-		x									-	x								
h. technology								-			x								-	x								
i. success of Title IV C		x	x		x			-				x				x								x				
j. cost effectiveness																				x		x	-					
k. others (including state-specific responses)																												
l. not applicable																												

B.8

SECTION C: RELATIONSHIPS

	ALABAMA	ALASKA	AMERICAN SAMOA	ARIZONA	ARKANSAS	CALIFORNIA	COLORADO	CONNECTICUT	DELAWARE	FLORIDA	GEORGIA	GUAM	HAWAII	IDAHO	ILLINOIS	INDIANA	IOWA	KANSAS	KENTUCKY	LOUISIANA	MAINE	MARYLAND	MASSACHUSETTS	MICHIGAN	MINNESOTA	MISSISSIPPI	MISSOURI	MONTANA	NEBRASKA
1. In your opinion, is there a general understanding in the SEA of dissemination concepts, especially as they apply to the program as it exists in your SEA?																													
a. State Board of Education members	n	s	n	n	s	y	s	y	n	s	y	n	s	y	n	s	s	s	n	s	n	y	y	s	s	s	y	s	s
b. chief state school officer	s	s	y	y	y	y	y	y	s	s	y	n	y	y	s	y	s	y	y	y	y	y	y	s	s	y	y	y	y
c. deputy chiefs	s	s	y	y	y	y	y		s	s	y	n	y	y	y	s	s	y	s	y	y	y	y	y	y	y	y	y	y
d. division/department heads	s	y	y	s	s	y	s	y	s	y	y	n	y	y	y	s	s	y	s	y	s	s	s	s	s	s	y	y	y
e. other professional staff	s	y	y	n	s	y	s	s	y	s	y	n	y	y	n	n	y	s	s	y	s	s	s	s	s	y	y	y	s
f. others (please identify)								y			y/s									y						s			y
2. To what extent does the dissemination function share common purposes with the following:																													
a. ESEA Title IV C	m	s	s	s	s	s	s	s	s	s	m	n	m	s	s	s	s	s	s	m	s	s	s	s	s	s	s	s	s
b. ESEA Title I	m	w	s	s	m	m	s	s	m	w	w	n	w	s	w	m	m	m	w	s	w	m	s	m	w	s	s	s	m
c. special education	w	w	s	s	m	s	s	s	s	m	n	n	w	m	w	m	m	m	w	s	w	s	m	m	m	m	s	s	m
d. vocational education	m	m	s	s	m	s	n/a	s	w	s	w	n	w	m	w	w	m	m	s	s	w	m	m	m	m	w	s	m	w
e. gifted/talented education	w	m	n	s	m	s	m	s	w	m	w	n	m	s	m	m	m	m	s	s	w	m	m	s	s	m	s	s	w
f. bilingual/migrant education	m	w	n	s	m	m	s	s	w	w	w	n	w	s	n	w	m	m	w	s	w	m	s	s	s	m	s	s	w
g. general curriculum	m	s	m	s	m	s	m	s	s	m	m	n	m	m	m	w	m	m	s	m	w	s	m	w	m	w	s	s	m
h. planning/evaluation	n/a	m	s		m	s	s	s	s	w	s	n	s	m	m	w		m	s	s	m	m	w	m	s	s		s	w/n
i. computer/statistical services	w	m	s	m	m	m	s	m	m	w	n	n	w	m	n	w	w	w	s	m	w	m	n	m	s	m	s	m	n
j. other (please list)			s			s/m	m	s									m/s												

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	s	y	s	n	s	y	n	-	s	s	s	n	n/a	n	n	n	n	s	-	n	n	s	-	n	y		s
	y	y	y	s	y	y	y	-	y	y	y	y	s	s	s	y	s	y	-	y	y	s	-	n	y	n	y
	y	y	s	y	y	y	y	-	y	y	y	s	s	s	s	y	s	y	-	s	y	s	-	n	y	s	y
	y	y	s	y	s	y	y	-	y	y	y	s	s	s	s	y	s	y	-	s	s	s	-	n	y	y	y
	y	y/n	s	y	s	y	y	-	s	y	y	s	s	s	y	s	s	s	-		n	s	-	s	y	y	y
		y						-	n						y			y	-				-	y			
	-	s	s	s	s	-	s	-	s	s	s	s	s	n	n	s	s	s	-	s	n	n	-	s	s	s	s
	-	s	w	n	s	-	n	-	s	s	n	n	s	w	w	n	n	n	-	n	n	n	-	n	s	w	n
	-	s	n	w	n	-	n	-	n	s	n	s	s	w	n	n	n	n	-	n	n	n	-	s	n	n	s
	-	s	n	w	n	-	n	-	n	n	n	s	s	n	n	n	s	n	-	w	n	n	-	s/w	n	s	n
	-	s	w	w	n	-	s	-	s	s	n	w	s	w	n	n	s	s	-	s	n	n	-	n	n	w	s
	-	s	w	w	n	-	n	-	s	s	n	n	s	w	n	n	s	n	-	n	w	n	-	n	n	w	s
	-	s	s	n	s	-	s	-	n	s	n	w	s	n	w	n	s	s	-	w	n	n	-	w	s	s	s
	-	s	w	n	n	-	n	-	s	n	w	w	s	w	w	w	w	n	-	w	n	n	-	w	n	n	w
		s		s		-		-	s/s									s	-				-				

C.1-2

C.1

NOTES: y=yes
n=no
s=somewhat
n/a=not applicable

Others identified:
- Connecticut: Public Information Office
- Georgia: Intermediate Agency staff, local school system central office staff
- Louisiana: Advisory Committee
- Mississippi: LEAs
- Nebraska: Individual consultants
- New Hampshire: LEAs
- Ohio: clerical support
- South Carolina: Designated school district reps
- Texas: ESA directors
- Washington: Dissemination project staff

C.2

NOTES: s=strong - m=moderate
w=weak - n=none
n/a=not applicable

Others identified:
- American Samoa: teacher training
- California: Demonstration programs, nutrition ed.
- Colorado: Community based ed.
- Connecticut: Title II, basic skills, career ed., law-related ed.
- Iowa: state facilitator project, INFORMS
- New Hampshire: sex equite, career ed.
- New Mexico: ESEA Title IV B
- Ohio: Energy assistance, guidance and testing, EEO, inservice ed.
- Texas: printing, graphics div.

SECTION C: RELATIONSHIPS (continued)

3. Is there close coordination of dissemination activities between the dissemination unit and the following:

	ALABAMA	ALASKA	AMERICAN SAMOA	ARIZONA	ARKANSAS	CALIFORNIA	COLORADO	CONNECTICUT	DELAWARE	FLORIDA	GEORGIA	GUAM	HAWAII	IDAHO	ILLINOIS	INDIANA	IOWA	KANSAS	KENTUCKY	LOUISIANA	MAINE	MARYLAND	MASSACHUSETTS	MICHIGAN	MINNESOTA	MISSISSIPPI	MISSOURI	MONTANA	NEBRASKA
a. ESEA Title IV C	m	s	s	m	m	s	m	s	s	s	m	n	m	s	m		s	s	s	m	s	s	s	m	s	n/a	n/a	n/a	s/m
b. ESEA Title I	m	m	s	m	w	m	m	s	w	w	w	n	w	s	w	w		m	w	m	w	m	m	m	w	s	n/a	n/a	m/w
c. special education	w	m	s	m	m	s	m	s	s	s	m	n	w	s	w	w	m	w	w	m	w	w	m	w	s	m	n/a	n/a	m/w
d. vocational education	m	s	s	s	m	m	n/a	s	w	w	m	n	w	s	w	w	w	w	s	m	m	m	m	w	n	n	n/a	n/a	m/w
e. gifted/talented education	w	s	n	w	w	s	m	s	w	m	w	n	w	s	w	w		n	s	m	m	m	s	m	m	m	n/a	n/a	n
f. bilingual/migrant education	m	m	n	m	w	s	m	s	w	m	w	n	w	s	w	w	m	n	s	m	n	s	s	w	m	m	n/a	n/a	n
g. general education	m	m	s	m	m	m	m	s	m	m	m	n	w	s	m	w	m	w	s	s	m	n	n	w	m	s	n/a	n/a	w/m
h. planning/evaluation	n/a	m	s		m	s	s	s	s	w	s	n	s	n	w	w		w	s	s	m	n	n	w	m	m	n/a	n/a	w/m
i. computer/statistical services	w	m	s	w	w		m	m	w	w	n	n	w	s	w	w	w	n	s	m	n	m	n	w	m	s	n/a	n/a	w/m
j. intermediate units in the state	n/a	s	n/a	m		s	s	s	n/a	n/a	m	n	m		m	w	s	s	m	m	n/a		s	s	s	w	n/a	n/a	m
k. state library	s	m	w	m	w	s	s	w	s	n	m	n	m	s	w	w	s	n	m	w	n	w	w	m	w	w	n/a	n/a	m
l. other state agencies	w	w	m	w	w		s	w	w	n	n	n	m	w	w	w	s	n	m	w	n	w	w	m	w	w	n/a	n/a	m
m. colleges and universities	m	w	n	w	w	m	n	w	w	w	n	n	m	s	w	w	m	m	m	n	s	w	m	m	m	s	n/a	n/a	s
n. labs and centers	s	s	n	w	s	s	w	n	s	m	n	n	s	s	m	w	m	m	s	m	s	w	m	m	m	n/a	n/a	n/a	s/m
o. professional education orgs.	m	w		m	m	m	w	s	s	n	n	n	m	m	w	w	m	w	m	m	s	m	m	m	m	n/a	n/a	n/a	m
p. others (please identify)							s/t											s/t											

	NEVADA	NEW HAMPSHIRE	NEW JERSEY	NEW MEXICO	NEW YORK	NORTH CAROLINA	NORTH DAKOTA	NORTHERN MARIANAS	OHIO	OKLAHOMA	OREGON	PENNSYLVANIA	PUERTO RICO	RHODE ISLAND	SOUTH CAROLINA	SOUTH DAKOTA	TENNESSEE	TEXAS	TRUST TERRITORIES	UTAH	VERMONT	VIRGINIA	VIRGIN ISLANDS	WASHINGTON	WEST VIRGINIA	WISCONSIN	WYOMING
a.	n/a	s	s	s	s	-	-	-	s	s	s	w	m	w	m	m	w	s	-	m	s	-	-	m	s	s	-
b.	n/a	m	w	w	s	-	m		w	m	s	w	w	w	w	m	w	s	-	m	m	-	-	s	s	m	-
c.	n/a	m	n	w	m	-	m	-	m	s	m	w	w	w	s	m	w	s	-	m	m	-	-	s	s	m	-
d.	n/a	m	w	w	m	-	m	-	m	s	w	w	w	w	w	m	w	s	-	m	m	-	-	w	s	m	-
e.	n/a	m	w	w	m	-	m	-	w	s	w	w	w	w	w	m	w	s	-	m	w	-	-	m	s	s	-
f.	n/a	s	n	m	s	-	s	-	w	m	w	w	w	w	w		w	s	-	m	w	-	-	s	s	w	-
g.	n/a	m	w	n	s	-	s	-	w	m	n	w	w	w	n		w	s	-	m	w	-	-	s	s	m	-
h.	n/a	m		n/a	s	-	m	-		m	s	w	w	w	w		n/a	s	-	s	n	-	-	s/m	s	s	-
i.	n/a	s	w	n	s	-	m	-	m	m	s	w	n/a	m	w	w	n	w	-	s	w	-	-	n	s	s	-
j.	n/a	s	w	w	w	-	w	-	m	w	w	w	n	m	s	w	w	s	-	s	s	-	-	m	s	m	-
k.	n/a	m	w	m	w	-	m	-	s	s	s	w	n/a	m	s	s	s	s	-	s	s	-	-	w	s	m	-
l.	n/a	n	m	s	m	-	w	-	s	s	s	w	n	m	w		n	s	-	m	w	-	-	w	s	w	-
m.	n/a	m	w	m	w	-	m	-		w	m	w		m	w		n	s	-	m	w	m	-	s	w	w	-
n.				n/a		-		-	s						w/w				-			-	-	s		s	-
o.																											
p.																											

C.3

NOTES: s=strong - m=moderate
w=weak - n=none
n/a=not applicable

Others identified:

Colorado: business and industry community based ed.

Kansas: National Diffusion Network, teacher centers, Inservice-Preservice State Committee

Michigan: Office of Professional Development

New Mexico: statewide state/federally funded projects, ERIC-CRESS, teacher centers

Ohio: inservice education

South Carolina: State Legislature, Office of the Attorney General, Office of the Governor

Vermont: adult ed., teacher centers

Washington: projects in state book of promising practices

Wisconsin: selected state organizations with education resources for K-12 classroom use

SECTION D: ORGANIZATION AND OPERATION

	ALABAMA	ALASKA	AMERICAN SAMOA	ARIZONA	ARKANSAS	CALIFORNIA	COLORADO	CONNECTICUT	DELAWARE	FLORIDA	GEORGIA	GUAM	HAWAII	IDAHO	ILLINOIS	INDIANA	IOWA	KANSAS	KENTUCKY	LOUISIANA	MAINE	MARYLAND	MASSACHUSETTS	MICHIGAN	MINNESOTA	MISSISSIPPI	MISSOURI	MONTANA	NEBRASKA
1. When was the last time your SEA underwent a reorganization?																													
1980	x	x	x			x	x	x	x										x		x								
1979					x							x	x				x												
1978											x				x									x					
1977														x						x		x			x			x	
1976										x								x					x						
1975																x													x
1974																													
1972																												x	
1970																													
n/a				x																						x	x		
2. Did it affect dissemination with respect to:																													
a. creation of a dissemination unit	n	n	y	n	y	n	n	n	n	y	n	n	y	n	n	n	y	n	n	n	y	n	n	n	n	n	n	y	n
b. location of the unit in the SEA	y	n	y	n	y	y	y	n	n	y	n	n	y	n	n	n	y	y	y	n	n	n	n	n	y	n	n	n	n
c. increasing dissemination staff	n	y	y	n	y	n	y	y	n	n	n	n	y	n	n	n	n	n	n	n	n	n	n	n	n	n	n	y	n
d. increasing functions of an existing dissemination unit	y	y	y	n	y	n	y	y	n	y	n	n	n	n	n	n	n	y	n	n	n	n	n	n	n	n	n	y	n
e. increasing fiscal support for the dissemination unit	n	y	y	n	y	n	n	y	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	y	n
3. Was improvement in dissemination/ school improvement services a factor in the decision to reorganize?																													
yes		x	x		x		x			x			x				x		x		x						x		
no	x			x				x	x		x	x		x	x	x		x		x	x		x	x	x	x	x		x
n/a						x																							

	NEVADA	NEW HAMPSHIRE	NEW JERSEY	NEW MEXICO	NEW YORK	NORTH CAROLINA	NORTH DAKOTA	NORTHERN MARIANAS	OHIO	OKLAHOMA	OREGON	PENNSYLVANIA	PUERTO RICO	RHODE ISLAND	SOUTH CAROLINA	SOUTH DAKOTA	TENNESSEE	TEXAS	TRUST TERRITORIES	UTAH	VERMONT	VIRGINIA	VIRGIN ISLANDS	WASHINGTON	WEST VIRGINIA	WISCONSIN	WYOMING
			x			x		-	x	x		x	x			x		x	-				-			x	
	x				x			-									x		-	x			-		x		x
								-											-				-	x			
				x			x	-			x								-				-				
								-							x				-		x		-				
		x						-						x					-				-				
								-											-			x	-				
								-											-				-				
	n	n	n	n	n	n	n	-	n	n	n	n	n	n	y	n	n	n	-	y	n		-		y	n	n
	n	n	y	n	n	n	n	-	n	n	n	n	y	y	y	n	n	y	-	y	n		-		y	n	n
	n	n	n	n	n	n	n	-	n	n	n	y	n	n	y	n	y	n	-	n	n		-		y	n	y
	n	n	y	n	n	n	y	-	n	n	y	y	n	n	y	n	n	n	-	n	n		-		y	y	n
	n	n	n	n	n	n	n	-	n	y	n	y	y	n	y	n	n	n	-	n	n		-		n	n	n
	x							-			x	x						x	-				-		v		
		x	x	x	x	x	x	-	x	x			x	x	x	x	x		-	x	x	x	-	x			

D.1-3

D.2
NOTES: y=yes - n=no

D.3
NOTES: Alaska, American Samoa: better flow of information
Arkansas: developed information unit, improved communications unit
Colorado: better utilization of staff
Florida: moved dissemination into operations division
Hawaii: brought three units for coordinated services
Iowa, Kentucky, Maryland: coordinated school improvement effort
Montana: enhanced school improvement effort
Nevada: decentralized
West Virginia: placed priority on communications

SECTION D: ORGANIZATION AND OPERATION (continued)

	ALABAMA	ALASKA	AMERICAN SAMOA	ARIZONA	ARKANSAS	CALIFORNIA	COLORADO	CONNECTICUT	DELAWARE	FLORIDA	GEORGIA	GUAM	HAWAII	IDAHO	ILLINOIS	INDIANA	IOWA	KANSAS	KENTUCKY	LOUISIANA	MAINE	MARYLAND	MASSACHUSETTS	MICHIGAN	MINNESOTA	MISSISSIPPI	MISSOURI	MONTANA	NEBRASKA
4. Are dissemination activities regularly planned to further SEA priorities?																													
yes	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x		x	x	x		x	x	x	x
no																x	x				x				x				
5. Which of the following activities/ programs are administratively a part of the dissemination unit?																													
a. information services (ERIC, etc)	x	x	x	x	x		x	x	x	x	x		x	x	x		x	x	x		x		x		x	x		x	x
b. public information		x	x		x	x		x		x				x		x							x	x				x	
c. National Diffusion Network	x	x	x		x	x	x		x	x			x	x	x	x	x	x	x					x				x	x
d. validation of state programs	x	x		x		x			x					x	x	x	x	x	x		x			x		x		x	
e. computer/statistical services		x	x					x	x	x				x	x				x		x		x	x				x	
f. support services			x		x	x		x		x				x	x				x		x		x	x				x	
g. other				x			x											x	x	x		x							
h. not applicable												x															x		
6. Does your state have intermediate service units?																													
yes		x				x	x	x			x		x			x	x	x	x					x	x	x			x
no	x		x	x	x				x	x		x		x	x					x	x	x				x	x	x	
7. If your answer to number 6 was yes, what are their major functions?																													
a. media services		x					x	x			x					x	x	x						x	x				x
b. special education services		x					x	x			x		x			x	x	x	x				x	x	x				x
c. computer/statistical services		x					x	x			x					x	x		x				x	x					x
d. testing services		x				x	x				x		x											x					
e. purchasing/payroll services		x				x	x	x			x					x	x	x	x				x	x	x				x
f. curriculum services		x				x	x	x			x		x			x	x	x	x				x	x	x				x
g. dissemination services		x				x	x	x			x					x							x	x	x				x
h. other						x	x																x		x				x
i. not applicable	x		x	x	x				x	x		x		x	x					x	x	x				x	x	x	

	NEVADA	NEW HAMPSHIRE	NEW JERSEY	NEW MEXICO	NEW YORK	NORTH CAROLINA	NORTH DAKOTA	NORTHERN MARIANAS	OHIO	OKLAHOMA	OREGON	PENNSYLVANIA	PUERTO RICO	RHODE ISLAND	SOUTH CAROLINA	SOUTH DAKOTA	TENNESSEE	TEXAS	TRUST TERRITORIES	UTAH	VERMONT	VIRGINIA	VIRGIN ISLANDS	WASHINGTON	WEST VIRGINIA	WISCONSIN	WYOMING
	x	x	x	x	x	x	x	-	x		x	x		x	x	x		x	-	x	x	-	-	x	x	x	x
								-		x			x				x		-				-				
		x	x	x			x	-	x	x	x		x	x	x		x	x	-	x	x	x	-	x	x	x	
		x		x		x	x	-	x	x			x				x	x	-				-	x	x		
		x			x		x	-						x	x		x		-				-	x	x		
		x	x	x	x		x	-	x			x	x				x		-	x	x		-	x	x		
		x		x			x	-									x		-			x	-				
		x		x	x	x	x	-	x	x	x	x	x	x	x		x		-	x			-	x	x	x	
				x		x		-	x		x				x		x		-				-			x	
	x							-											-				-				
		x	x		x	x		-		x	x	x	x				x		-	x			-	x	x	x	x
	x			x			x	-	x					x	x	-	x		-		x	x	-				
		x			x	x		-		x	x	x	x				x		-	x			-	x	x	x	x
			x					-			x					x			-				-				
		x			x	x		-		x	x	x	x				x		-	x			-	x	x		x
		x			x	x		-		x	x	x	x				x		-	x			-	x			
		x	x					-			x					x	x		-				-	x			
	x			x			x	-	x					x	x		x		-		x	x	-				

D.4-7
D.5

NOTES: Arizona: instructional materials for special ed., hotline, library
Colorado: career, ABE, community ed., ESL, CETA
Kansas: WEEA, teacher centers
Kentucky: materials center curriculum lab, competency based curriculum development
Louisiana: public information
New Mexico: media and library
North Carolina: development, research and controller
Ohio: needs assessment, technical assistance
Oregon: library, staff development, vocational ed., curriculum development, instructional quality control
South Carolina: promising practices, SEA publications, annual report
Texas: writing/editing SBOE/state legislature reports
Wisconsin: consultant services to school media personnel

D.7

NOTES: "Other" items
California: linking
Colorado: bilingual, inservice, planning/evaluation
Massachusetts: program monitoring, technical assistance
Minnesota: planning
Nebraska: human resources file
New Hampshire: staff development
New Jersey: inservice
Oregon: student services, outdoor ed., bilingual
South Dakota: vocational
Texas: applications for federal funds, assistance with long range planning
Washington: public information, grants management

SECTION D: ORGANIZATION AND OPERATION (continued)

	ALABAMA	ALASKA	AMERICAN SAMOA	ARIZONA	ARKANSAS	CALIFORNIA	COLORADO	CONNECTICUT	DELAWARE	FLORIDA	GEORGIA	GUAM	HAWAII	IDAHO	ILLINOIS	INDIANA	IOWA	KANSAS	KENTUCKY	LOUISIANA	MAINE	MARYLAND	MASSACHUSETTS	MICHIGAN	MINNESOTA	MISSISSIPPI	MISSOURI	MONTANA	NEBRASKA
8. Administratively, the intermediate service units are:																													
a. branches of the SEA													X																
b. LEA cooperatives governed by LEA-established boards		X				X	X	X			X					X		X	X					X				
c. independent units																	X												X
d. county-governed units						X																		X					
e. other																								X					
f. not applicable	X		X	X	X				X	X		X		X	X					X	X	X				X	X	X	
9. If your intermediate units provide dissemination services, which of the following are part of those services?																													
a. facilitator services (HDN)		X				X											X							X	X				X
b. responding to requests for information (ERIC searches, etc.)		X				X	X	X									X						X	X	X				X
c. model program identification/ state validation assistance		X				X	X	X			X						X							X	X				
d. technical assistance in adoption/adaption of new programs		X				X	X	X			X					X	X							X	X				X
e. not applicable	X		X	X	X				X	X		X	X	X	X			X	X	X	X	X				X	X	X	
10. To what extent are those services coordinated by/through the SEA dissemination unit?																													
much		X				X							X				X												X
somewhat											X												X	X					
little							X	X											X										
none																													
not applicable	X		X	X	X				X	X		X		X	X	X		X		X	X	X			X	X	X	X	
11. Is there an internal advisory committee for the SEA dissemination program?																													
yes	X				X		X						X	X			X	X	X	X		X		X		X		X	
no		X	X	X		X		X	X	X	X	X			X	X					X		X		X		X		X

	NEVADA	NEW HAMPSHIRE	NEW JERSEY	NEW MEXICO	NEW YORK	NORTH CAROLINA	NORTH DAKOTA	NORTHERN MARIANAS	OHIO	OKLAHOMA	OREGON	PENNSYLVANIA	PUERTO RICO	RHODE ISLAND	SOUTH CAROLINA	SOUTH DAKOTA	TENNESSEE	TEXAS	TRUST TERRITORIES	UTAH	VERMONT	VIRGINIA	VIRGIN ISLANDS	WASHINGTON	WEST VIRGINIA	WISCONSIN	WYOMING
					X	X		-		X			X						-				-				
		X	X		X			-		X		X				X			-	X			-		X		X
								-											-				-	X			
								-											-				-				
								-			X							X	-				-			X		
X				X			X	-	X					X	X		X		-		X	X	-				X	
					X	X					X	X	X			X		X						X				
		X	X		X	X				X	X	X	X					X		X				X	X	X	
		X	X		X	X				X	X	X						X		X				X	X		
X				X			X	-	X					X	X		X		-		X	X	-				X	
		X			X	X		-			X					X		X	-	X			-	X		X		
			X					-		X		X	X						-				-		X		
								-											-				-				
X				X			X	-	X					X	X		X		-		X	X	-				X	
		X			X	X		-							X	X		X	-	X	X		-	X		X	X	

D.8-11

SECTION D: ORGANIZATION AND OPERATION (continued)

	ALABAMA	ALASKA	AMERICAN SAMOA	ARIZONA	ARKANSAS	CALIFORNIA	COLORADO	CONNECTICUT	DELAWARE	FLORIDA	GEORGIA	GUAM	HAWAII	IDAHO	ILLINOIS	INDIANA	IOWA	KANSAS	KENTUCKY	LOUISIANA	MAINE	MARYLAND	MASSACHUSETTS	MICHIGAN	MINNESOTA	MISSISSIPPI	MISSOURI	MONTANA	NEBRASKA
12. If yes, what are the titles of its members?																													
a. special education					x									x			x		x	x		x				x			
b. ESEA Title IV C					x									x			x	x	x	x		x				x			
c. ESEA Title I					x									x			x	x	x	x		x				x			
d. vocational education					x												x		x	x		x						x	
e. instruction																			x	x		x				x			
f. deputy																						x						x	
g. planning/evaluation					x															x						x			
h. administration					x															x						x			
i. English/LA/basic skills					x													x		x						x			
j. finance																												x	
k. equity																	x												
l. special services														x												x		x	
m. others (number involved)	4				6		1						23	1			9	2		8		3				2		1	
n. not applicable		x	x	x		x		x	x	x	x	x			x	x					x		x		x		x		x
13. How many principal people are on the dissemination staff? number of people	6.5	4	5	1	7	34	10	8	2	1	6		9	3	7		13	11.5	6	4	1	5	2	7	5	2			2
not applicable												x				x											x	x	
14. What are their titles?																													
a. director				x	x		x				x						x						x	x		x		x	x
b. coordinator	x						x							x	x			x	x	x					x				
c. information retrieval specialist	x		x		x		x		x						x		x	x	x			x	x		x	x			
d. facilitator	x	x			x				x					x			x	x	x					x					
e. clerical	x						x	x			x		x		x		x	x							x				
f. communicator					x			x						4															
g. consultant										x	x						x		x					x				x	x
h. assistant			x		x													x						x					
i. librarian					x										x										x				
j. other		x	x					x					x		x				x		x							x	
k. not applicable						x						x				x											x		

	NEVADA	NEW HAMPSHIRE	NEW JERSEY	NEW MEXICO	NEW YORK	NORTH CAROLINA	NORTH DAKOTA	NORTHERN MARIANAS	OHIO	OKLAHOMA	OREGON	PENNSYLVANIA	PUERTO RICO	RHODE ISLAND	SOUTH CAROLINA	SOUTH DAKOTA	TENNESSEE	TEXAS	TRUST TERRITORIES	UTAH	VERMONT	VIRGINIA	VIRGIN ISLANDS	WASHINGTON	WEST VIRGINIA	WISCONSIN	WYOMING
		x		••				-		x						x		x	-		x		-	x		x	x
		x						-																		x	
		x						-		x		x				x		x	-		x		-				x
		x						-				x				x		x	-				-				x
								-		x		x			x	x		x	-		x		-	x			x
								-				x				x			-	x			-	x			
		x						-		x		x			x			x	-		x		-	x			x
								-																			
								-								x			-		x		-	x		x	
								-				12						3	-	4	4		-	2		2	2
&		x		x		x	x	-	x		x		x	x			x		-			x	-		x		
		3	2	5		20	4	-	3.5	3	4		2	16	10	1.5	3	5	-	7	5		-	6	4	4	
x					x			-				x							-			x	-				x
		x					x			x	x		x		x	x	x	x						x			
				x			x			x	x		x	x						x				x	x	x	
				x		x				x	x							x		x				x			
				x		x										x	x			x				x			
		x													x										x		
			x						x					x													
							x		x		x							x									
																x		x		x	x			x			
x					x			x				x							x			x	x				x

D.12-14 .
D. 12
NOTES: Michigan: has a board, but it is currently being reorganized
New Mexico: has a board, but it is currently inactive

SECTION D: ORGANIZATION AND OPERATION (continued)

	ALABAMA	ALASKA	AMERICAN SAMOA	ARIZONA	ARKANSAS	CALIFORNIA	COLORADO	CONNECTICUT	DELAWARE	FLORIDA	GEORGIA	GUAM	HAWAII	IDAHO	ILLINOIS	INDIANA	IOWA	KANSAS	KENTUCKY	LOUISIANA	MAINE	MARYLAND	MASSACHUSETTS	MICHIGAN	MINNESOTA	MISSISSIPPI	MISSOURI	MONTANA	NEBRASKA
15. Does the SEA provide teachers, administrators, and others in the field with access to an information service (ERIC, etc.)?																													
yes	X	X	X	X	X		X	X	X	X	X		X	X	X	X	X	X	X	X	X	X		X	X	X		X	X
no						X						X											X				X		
16. If yes, please indicate the location of that service.																													
a. inside the SEA	X	X	X	X	X		X		X	X	X		X	X	X	X	X	X	X		X	X		X	X	X.		X	X
b. outside the SEA, but controlled administratively by SEA staff														X	X			X				X							
c. outside the SEA through contract with another agency														X								X							
d. other							X	X												X								X	
e. not applicable						X						X											X				X		
17. If your state has an NIE dissemination capacity building grant, to what extent has it contributed to the development and maintenance of the information resource center service?																													
much	X	X	X	X	X		X		X		X		X	X	X			X	X			X	X		X	X		X	X
somewhat										X						X								X					
little						X															X								
none																	X			X									
not applicable								X				X								X							X		

	NEVADA	NEW HAMPSHIRE	NEW JERSEY	NEW MEXICO	NEW YORK	NORTH CAROLINA	NORTH DAKOTA	NORTHERN MARIANAS	OHIO	OKLAHOMA	OREGON	PENNSYLVANIA	PUERTO RICO	RHODE ISLAND	SOUTH CAROLINA	SOUTH DAKOTA	TENNESSEE	TEXAS	TRUST TERRITORIES	UTAH	VERMONT	VIRGINIA	VIRGIN ISLANDS	WASHINGTON	WEST VIRGINIA	WISCONSIN	WYOMING
	X	X	X	X	X	X	X	-	X	X	X	X	X	X	X	X	X	X	-	X	X	X	-	X	X	X	X
								-											-				-				
		X	X		X	X		-	X	X	X		X	X	X		X		-	X	X		-	X	X	X	X
				X	X			-				X						X	-	X		X					
	X	X					X	-				X				X		X	-	X				X			
								-	X							X			-				-				
								-											-								
								-											-								
		X			X			-		X	X	X			X			X	-	X	X		-	X		X	
			X					-					X	X		X	X		-				-		X		
								-											-								
								-											-								
	X			X		X	X	-	X										-			X	-				X

D.15-17
D.16
NOTES: "Others"
Colorado, Montana, Ohio, South Dakota: state library
Connecticut: state college
Louisiana: Southwest Educational Development Laboratory

SECTION D: ORGANIZATION AND OPERATION (continued)

	ALABAMA	ALASKA	AMERICAN SAMOA	ARIZONA	ARKANSAS	CALIFORNIA	COLORADO	CONNECTICUT	DELAWARE	FLORIDA	GEORGIA	GUAM	HAWAII	IDAHO	ILLINOIS	INDIANA	IOWA	KANSAS	KENTUCKY	LOUISIANA	MAINE	MARYLAND	MASSACHUSETTS	MICHIGAN	MINNESOTA	MISSISSIPPI	MISSOURI	MONTANA	NEBRASKA
18. If the information resource center is in the SEA, to whom does the manager report?																													
a. director, research and planning									X		X		X											X					
b. associate superintendent, operations				X												X									X			X	
c. dissemination director					X																								X
d. assistant commissioner, library services							X															X							
e. chief of federal programs														X												X			
f. assistant commissioner, LEA services															X														
g. deputy																													
h. media director																													
i. associate superintendent instruction																													
j. other			X							X							X	X	X										
k. not applicable		X				X		X				X								X	X		X				X		
19. How does a client in a school get access to the information resource center?																													
a. through direct request to the SEA-based information center	X	X	X	X	X				X	X	X		X	X		X		X	X	X				X		X		X	X
b. through a field-based linker	X	X			X		X			X				X	X		X	X				X	X	X	X			X	X
c. through an SEA-based linker outside the information center	X				X		X	X	X					X			X	X			X			X		X		X	X
d. other				X																									
e. not applicable						X					X																X		
20. If access is through a field-based linker, where is that person housed?																													
LEA	X	X			X		X							X				X			X	X			X			X	X
ISA		X			X		X										X						X	X	X				X
other								X		X					X					X	X						X		X
not applicable			X	X		X			X		X	X	X			X			X								X	X	

	NEVADA	NEW HAMPSHIRE	NEW JERSEY	NEW MEXICO	NEW YORK	NORTH CAROLINA	NORTH DAKOTA	NORTHERN MARIANAS	OHIO	OKLAHOMA	OREGON	PENNSYLVANIA	PUERTO RICO	RHODE ISLAND	SOUTH CAROLINA	SOUTH DAKOTA	TENNESSEE	TEXAS	TRUST TERRITORIES	UTAH	VERMONT	VIRGINIA	VIRGIN ISLANDS	WASHINGTON	WEST VIRGINIA	WISCONSIN	WYOMING
								-					X		X		X		-				-				
		X						-											-				-				
				X				-											-	X			-				
					X			-											-				-	X			
								-											-		X		-				
								-						X					-				-				
			X					-		X									-				-		X		
						X		-											-				-			X	
								-			X				X				-				-				
								-				X							-				-				
	X						X	-	X									X	-			X	-				
		X	X		X			-		X	X	X	X	X	X	X	X	X	-	X	X		-		X	X	X
			X		X			-		X	X	X	X	X			X	X	-	X	X		-	X	X	X	
					X	X		-		X		X	X				X		-	X	X		-	X	X		
				X				-							X				-				-			X	
	X							-	X										-			X	-				
								-		X	X				X				-	X			-	X		X	
					X	X		-		X	X	X	X					X	-	X	X		-	^		X	
			X					-						X			X		-				-		X		
	X	X		X			X	-	X						X				-			X	-				X	

D.18-20

D.18
NOTES: American Samoa: chief
Florida: bureau chief level
Iowa: Title IV chief
Kansas: management team
Kentucky: director, materials and curriculum.
Pennsylvania: state librarian
Wyoming: director, special programs

D.19
NOTES: "Other"
Arizona, New Mexico, South Carolina: LEA-based linker
Wisconsin: LEA contact, usually a librarian

D.20
NOTES: "Other"
Connecticut, Nebraska: state college
Illinois, West Virginia: regional office of SEA
New Jersey: county offices
Rhode Island: program development unit
Florida, Tennessee: teacher center
Florida: district administrative offices

SECTION D: ORGANIZATION AND OPERATION (continued)

	ALABAMA	ALASKA	AMERICAN SAMOA	ARIZONA	ARKANSAS	CALIFORNIA	COLORADO	CONNECTICUT	DELAWARE	FLORIDA	GEORGIA	GUAM	HAWAII	IDAHO	ILLINOIS	INDIANA	IOWA	KANSAS	KENTUCKY	LOUISIANA	MAINE	MARYLAND	MASSACHUSETTS	MICHIGAN	MINNESOTA	MISSISSIPPI	MISSOURI	MONTANA	NEBRASKA
21. Do state funds support field-based linkers?																													
yes						X		X									X					X		X				X	
no	X	X		X	X		X			X	X	X	X	X	X	X		X	X	X	X		X		X					X
not applicable			X						X																	X	X		
22. Do flow-through federal funds support field-based linkers?																													
yes					X	X		X								X		X			X			X					
no	X	X		X			X			X	X	X	X	X	X		X		X	X		X	X		X			X	X
not applicable			X						X																	X	X		
23. In your state, is state validation a prerequisite to a program being submitted to the Department of Education for national validation?																													
yes			X					X	X	X														X				X	
no	X	X		X	X	X	X					X	X	X	X	X	X	X	X	X	X	X	X		X	X	X			X
not applicable											X														X					
24. Does your SEA have the grant to operate the National Diffusion Network project in your state?																													
yes	X	X			X	X			X	X			X	X	X		X	X	X	X				X				X	X
no			X	X			X	X			X					X					X	X	X		X	X	X		
not applicable												X																	
25. If yes, is the person who directs it part of the staff of the dissemination unit?																													
yes	X	X			X				X	X			X	X	X		X	X	X					X				X	X
no						X														X									
not applicable			X	X			X	X			X	X				X					X	X	X		X	X	X		

NEVADA	NEW HAMPSHIRE	NEW JERSEY	NEW MEXICO	NEW YORK	NORTH CAROLINA	NORTH DAKOTA	NORTHERN MARIANAS	OHIO	OKLAHOMA	OREGON	PENNSYLVANIA	PUERTO RICO	RHODE ISLAND	SOUTH CAROLINA	SOUTH DAKOTA	TENNESSEE	TEXAS	TRUST TERRITORIES	UTAH	VERMONT	VIRGINIA	VIRGIN ISLANDS	WASHINGTON	WEST VIRGINIA	WISCONSIN	WYOMING
		X			X	X	-		X		X		X				X	-				-	X			
				X	X		-	X		X		X		X		X		-	X	X		-		X	X	
X	X		X			X	-								X			-			X	-				X
		X		X	X		-			X							X	-		X		-	X			
							-	X	X		X	X	X	X		X		-	X			-		X	X	
X	X		X			X	-								X			-			X	-				X
X	X	X		X			-		X			X		X	X		X	-		X		-		X	X	
			X		X		-	X			X		X					-	X		X	-	X			X
							-											-				-				
X		X		X	X	X	-	X					X	X	X		X	-	X			-		X	X	
	X		X				-		X	X	X	X				X		-		X		-	X			X
							-											-			X	-				
		X			X	X	-	X					X				X	-	X			-		X		
							-							X	X			-				-			X	
X	X		X	X			-		X	X	X	X				X		-		X	X	-	X			X

0.21-25

SECTION D: ORGANIZATION AND OPERATION (continued)

26. If the answer to number 24 was no, and the MDN project is located outside the SEA, is there close coordination between the dissemination unit and the agency with the MDN program?

	ALABAMA	ALASKA	AMERICAN SAMOA	ARIZONA	ARKANSAS	CALIFORNIA	COLORADO	CONNECTICUT	DELAWARE	FLORIDA	GEORGIA	GUAM	HAWAII	IDAHO	ILLINOIS	INDIANA	IOWA	KANSAS	KENTUCKY	LOUISIANA	MAINE	MARYLAND	MASSACHUSETTS	MICHIGAN	MINNESOTA	MISSISSIPPI	MISSOURI	MONTANA	NEBRASKA
yes				X			X				X					X					X	X			X	X	X		
no								X															X						
not applicable	X	X	X		X	X			X	X		X	X	X	X		X	X	X	X				X				X	X

	NEVADA	NEW HAMPSHIRE	NEW JERSEY	NEW MEXICO	NEW YORK	NORTH CAROLINA	NORTH DAKOTA	NORTHERN MARIANAS	OHIO	OKLAHOMA	OREGON	PENNSYLVANIA	PUERTO RICO	RHODE ISLAND	SOUTH CAROLINA	SOUTH DAKOTA	TENNESSEE	TEXAS	TRUST TERRITORIES	UTAH	VERMONT	VIRGINIA	VIRGIN ISLANDS	WASHINGTON	WEST VIRGINIA	WISCONSIN	WYOMING
		X		X				-		X	X	X							-		X		-	X			
	X		X		X	X	X	-	X				X	X	X	X	X	X	-	X		X	-		X	X	X

D.26

SECTION E: FUNDING FOR DISSEMINATION

1. Which of the following are currently sources of funding for your dissemination activities? (Put a checkmark in the appropriate box to the left of the source if funds from that source are used for dissemination in any way. If the funds from a source are actually transferred to the budget of a central dissemination unit, please put a checkmark in the appropriate box to the right of the source.)

		ALABAMA	ALASKA	AMERICAN SAMOA	ARIZONA	ARKANSAS	CALIFORNIA	COLORADO	CONNECTICUT	DELAWARE	FLORIDA	GEORGIA	GUAM	HAWAII	IDAHO	ILLINOIS	INDIANA	IOWA	KANSAS	KENTUCKY	LOUISIANA	MAINE	MARYLAND	MASSACHUSETTS	MICHIGAN	MINNESOTA	MISSISSIPPI	MISSOURI	MONTANA	NEBRASKA
a. state funds	used	X	X		X	X	X		X	X		X		X	X			X		X	X		X	X	X			X	X	
	transferred		X			X	X		X	X								X			X									
b. ESEA Title IV C funds	used	X	X			X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X			X	X	X	X	X	X
	transferred								X	X								X	X								X			X
c. ESEA Title I funds	used	X	X			X		X	X	X				X	X	X	X	X		X	X		X		X			X	X	X
	transferred								X	X																					X
d. special education funds	used	X	X		X	X		X	X	X			X		X		X	X		X	X		X	X	X			X	X	X
	transferred								X	X																					X
e. vocational education funds	used	X	X		X	X			X	X							X	X		X	X		X	X	X			X	X	X
	transferred								X	X																					X
f. NIE funds	used	X	X	X	X	X		X			X	X		X	X	X	X		X		X		X	X	X	X	X			X
	transferred	X	X			X		X			X					X			X		X					X	X			X
g. NON funds	used	X	X			X	X	X		X	X			X	X			X	X	X	X	X			X					X
	transferred	X	X			X		X		X	X							X	X						X					X
h. info. resource center funds	used	X	X		X	X			X	X											X				X				X	X
	transferred									X																				X
i. other sources					X	X		X								X			X								X	X		
j. not applicable																														

2. Will there be a major change in dissemination services within the next year caused by an increase or decrease in funds?

	ALABAMA	ALASKA	AMERICAN SAMOA	ARIZONA	ARKANSAS	CALIFORNIA	COLORADO	CONNECTICUT	DELAWARE	FLORIDA	GEORGIA	GUAM	HAWAII	IDAHO	ILLINOIS	INDIANA	IOWA	KANSAS	KENTUCKY	LOUISIANA	MAINE	MARYLAND	MASSACHUSETTS	MICHIGAN	MINNESOTA	MISSISSIPPI	MISSOURI	MONTANA	NEBRASKA
increase yes			X													X				X									X
decrease yes	X			X			X		X	X		X		X	X			X	X					X	X				
neither		X			X			X			X		X				X				X					X	X	X		
not applicable						X																X				X				

	NEVADA	NEW HAMPSHIRE	NEW JERSEY	NEW MEXICO	NEW YORK	NORTH CAROLINA	NORTH DAKOTA	NORTHERN MARIANAS	OHIO	OKLAHOMA	OREGON	PENNSYLVANIA	PUERTO RICO	RHODE ISLAND	SOUTH CAROLINA	SOUTH DAKOTA	TENNESSEE	TEXAS	TRUST TERRITORIES	UTAH	VERMONT	VIRGINIA	VIRGIN ISLANDS	WASHINGTON	WEST VIRGINIA	WISCONSIN	WYOMING
a. state funds	X	X		X	X	X	X	-	X	X	X		X	X	X		X	X	-	X	X		-	X	X	X	X
		X						-			X		X				X	X	-				-		X		
b. ESEA Title IV C funds	X	X	X		X	X	X	-	X		X	X	X			X	X	X	-	X	X		-	X	X	X	X
		X						-				X	X				X	X	-	X	X		-		X		
c. ESEA Title I funds	X	X					X	-	X		X	X					X	X	-	X			-	X	X		X
		X						-									X	X	-		X		-				
d. special education funds	X	X					X	-	X		X	X				X	X	X	-	X			-	X			X
								-									X	X	-				-				
e. vocational education funds	X	X					X	-	X		X	X				X	X	X	-	X			-	X	X		X
		X						-			X						X	X	-				-		X		
f. NIE funds	X		X	X	X			-	X	X	X	X	X	X	X	X	X		-	X	X		-	X			
								-								X	X		-				-				
g. NON funds	X							-									X		-				-				
								-									X		-				-				
h. info. resource center funds	X			X				-				X					X		-				-			X	
								-											-				-				
i. other sources																						X					
j. not applicable	X		X		X	X	X			X	X	X	X	X	X	X	X	X		X	X		-	X	X	X	X
				X																							
	X	X				X						X		X		X			X			X					
				X					X													X					

E.1-2
E.1

NOTES: "others"
Arizona; Title VB, career ed.
Colorado: career ed., adult basic ed., CETA, Title VB
Arkansas: Title VB
Illinois: Title VB
Kansas: WEEA, Teacher Center
Minnesota: SDLP contract
Mississippi: Title VB
Missouri: Title VB
Nevada: Title VB
New Mexico: Title VB

SECTION E: FUNDING FOR DISSEMINATION (continued)

	ALABAMA	ALASKA	AMERICAN SAMOA	ARIZONA	ARKANSAS	CALIFORNIA	COLORADO	CONNECTICUT	DELAWARE	FLORIDA	GEORGIA	GUAM	HAWAII	IDAHO	ILLINOIS	INDIANA	IOWA	KANSAS	KENTUCKY	LOUISIANA	MAINE	MARYLAND	MASSACHUSETTS	MICHIGAN	MINNESOTA	MISSISSIPPI	MISSOURI	MONTANA	NEBRASKA
3. If there will be a decrease in services, will it be caused by the end of the five-year NIE-funded dissemination capacity building program?																													
yes				X			X		X	X	X											X	X		X				X
no	X				X								X	X	X		X	X	X										
not applicable		X	X			X		X				X				X				X	X			X		X	X	X	
4. If not, what are the major factors that will cause the decrease?																													
a. reduction in state money	X													X	X		X		X					X					
b. loss of other funding																													
c. reduction of Title IV C funds																								X					
d. reduction of NDN grant									X																				
e. reduction of NIE grant																													
f. other															X			X											
g. not applicable		X	X	X	X	X	X	X		X	X	X	X			X				X	X	X	X		X	X	X	X	X
5. If there will be a decrease, will services to specific client groups have to be reduced?																													
yes	X					X				X	X	X		X	X			X	X			X		X	X				X
no			X				X	X	X				X				X												
uncertain																							X						
not applicable		X		X	X											X				X	X					X	X	X	
6. If the answer to number 5 was yes, which client groups will be affected?																													
a. staff of the SEA	X										X	X		X					X					X					X
b. administrators in schools	X					X						X		X				X						X	X				X
c. teachers	X					X						X		X	X			X	X					X	X				X
d. others																		X				X		X	X				X
e. not applicable		X	X	X	X		X	X	X	X			X			X	X			X	X		X			X	X	X	

	NEVADA	NEW HAMPSHIRE	NEW JERSEY	NEW MEXICO	NEW YORK	NORTH CAROLINA	NORTH DAKOTA	NORTHERN MARIANAS	OHIO	OKLAHOMA	OREGON	PENNSYLVANIA	PUERTO RICO	RHODE ISLAND	SOUTH CAROLINA	SOUTH DAKOTA	TENNESSEE	TEXAS	TRUST TERRITORIES	UTAH	VERMONT	VIRGINIA	VIRGIN ISLANDS	WASHINGTON	WEST VIRGINIA	WISCONSIN	WYOMING
			X		X			-			X			X	X		X		-				-			X	
	X	X				X	X			X		X	X			X	X			X	X			X			X
				X					X													X				X	
							X	-	X		X						X		-				-	X			
						X		-										X	-				-	X			
						X		-									X		-				-	X			
								-									X		-		X		-				
					X			-	X										-				-			X	
	X	X	X	X				-		X		X	X	X	X	X			-	X		X	-		X		X
		X	X		X	X	X	-			X	X			X		X	X	-		X		-	X				
								-						X					-	X			-			X	
								-											-				-				
	X			X				-	X	X			X			X			-			X	-		X		X
							X	-			X	X			X		X		-				-	X			
							X	-			X	X			X		X	X	-		X		-	X			
							X	-			X	X			X		X	X	-		X		-	X			
					X	X		-			X				X		X	X	-				-	X			
	X	X	X	X				-	X	X			X	X		X			-	X		X	-		X	X	X

E.3-6
E.4
NOTES: "others"
Illinois: lack of SBOE policy
Kansas: SEA contracting policy will reduce staff
New York: no clearly defined dissemination unit
Ohio: change of SEA and/or LEA priorities
Wisconsin: schools will have to pay

E.6
NOTES: "others"
Nebraska, South Carolina, Tennessee: higher education
Michigan, Nebraska: students
Minnesota, Nebraska, South Carolina: all client groups

SECTION E: FUNDING FOR DISSEMINATION (continued)

	ALABAMA	ALASKA	AMERICAN SAMOA	ARIZONA	ARKANSAS	CALIFORNIA	COLORADO	CONNECTICUT	DELAWARE	FLORIDA	GEORGIA	GUAM	HAWAII	IDAHO	ILLINOIS	INDIANA	IOWA	KANSAS	KENTUCKY	LOUISIANA	MAINE	MARYLAND	MASSACHUSETTS	MICHIGAN	MINNESOTA	MISSISSIPPI	MISSOURI	MONTANA	NEBRASKA
7. If the answer to number 2 was yes, in which areas will decreases occur?																													
a. responses to individual requests for information from a central information resources center	x											x						x						x	x				x
b. acquisition of additional resources	x											x		x	x			x	x					x	x				x
c. staffing for the dissemination unit	x								x	x		x			x			x	x				x	x	x				x
d. reduction in the variety of school improvement services available to teachers and administrators	x					x			x			x			x			x	x					x	x				x
e. others															x		x					x		x					x
f. not applicable		x	x	x	x		x	x			x		x			x				x	x					x	x	x	
8. If there will be an increase, what will be the source of the additional funds?																													
a. state funds		x													x					x					x				
b. local funds																													
c. federal flow-through funds						x										x						x			x				x
d. others			x												x		x												
e. not applicable	x			x	x		x	x	x	x	x	x	x	x				x	x		x		x	x		x	x	x	

	NEVADA	NEW HAMPSHIRE	NEW JERSEY	NEW MEXICO	NEW YORK	NORTH CAROLINA	NORTH DAKOTA	NORTHERN MARIANAS	OHIO	OKLAHOMA	OREGON	PENNSYLVANIA	PUERTO RICO	RHODE ISLAND	SOUTH CAROLINA	SOUTH DAKOTA	TENNESSEE	TEXAS	TRUST TERRITORIES	UTAH	VERMONT	VIRGINIA	VIRGIN ISLANDS	WASHINGTON	WEST VIRGINIA	WISCONSIN	WYOMING
						x	x	-			x				x		x		-				-	x			
							x	-			x				x		x	x	-		x		-			x	
			x			x	x	-			x				x		x	x	-				-	x		x	
						x	x	-							x				-				-	x			
								-											-				-	x			
x	x		x	x				-	x	x		x	x	x		x			-	x		x	-		x		x
								-	x	x									-				-		x	x	
								-	x				x						-				-			x	
						x		-	x									x	-				-	x			x
								-											-				-				
x	x	x	x	x			x	-			x	x		x	x	x	x		-	x	x	x	-					

E.7
NOTES: "others"
Illinois: continued resource development on automated systems
Iowa: better coordination
Maryland: not yet determined
Michigan: diminishing resources for program responses
Nebraska: awareness, on-site visits, computer usage
Washington: reduction in grants and capacity building

E.8
NOTES: "others"
American Samoa: all formula funds going into IVC; percentage increase to dissemination
Illinois: federal assistance which provides for the current lack of focus across federally funded programs
Iowa: whatever is available; increase in information service charge

SECTION F: ASSISTANCE FROM OTHER PROJECTS AND SERVICES

1. Please indicate below the degree of assistance (if any) your SEA has received from the following sources as your dissemination program has developed.

	ALABAMA	ALASKA	AMERICAN SAMOA	ARIZONA	ARKANSAS	CALIFORNIA	COLORADO	CONNECTICUT	DELAWARE	FLORIDA	GEORGIA	GUAM	HAWAII	IDAHO	ILLINOIS	INDIANA	IOWA	KANSAS	KENTUCKY	LOUISIANA	MAINE	MARYLAND	MASSACHUSETTS	MICHIGAN	MINNESOTA	MISSISSIPPI	MISSOURI	MONTANA	NEBRASKA
a. Special Purpose Grant (NIE)	m	n	m	l	m	s		n		s	n	n	m	m	n	s		m	n	s	n			s	m	n	s	n	s
b. State Dissemination Capacity Building Grant (NIE)	m	m	m	m	m	m	m	s	m	m	m	n	m	m	m	m		m	m	m	s	m	m	s	m	m	m	m	m
c. Regional Services Project (NIE)	s	m	n	n	l	s	n	l	s	n	n	n	m	s	n			n	n	m	n	s		l	n	l	n	s	l
d. Technical Assistance Base (NDN)	l	m	m	n	m	s	l	l	s	n	m	n	s	m	n	m	s	l	s	s	l	s		s	l	l	n	s	m
e. Regional Exchange Project NIE)	m	m	n	l	m	m	n	s	l	s	l	n	m	m	s		s	s	s	m	m	m	l	s	l	m	s	s	l
f. consultants from other states	l	s	m	m	s		l	s	l	l	l	n	s		l		l	s	n	s	s			l	l	s	s	s	l
g. visits to other states	s	s	m	m	s	s	s	s		n	l	n	s	m	s		l	s	n		m				m	s	s	s	n
h. Title V B															m														
i. National Diffusion Network	m												m					m									m		
j. others								l										m											

2. In your opinion, which of the projects and/or activities listed above has been most significant in increasing your SEA's ability to develop a dissemination/school improvement program?

	ALABAMA	ALASKA	AMERICAN SAMOA	ARIZONA	ARKANSAS	CALIFORNIA	COLORADO	CONNECTICUT	DELAWARE	FLORIDA	GEORGIA	GUAM	HAWAII	IDAHO	ILLINOIS	INDIANA	IOWA	KANSAS	KENTUCKY	LOUISIANA	MAINE	MARYLAND	MASSACHUSETTS	MICHIGAN	MINNESOTA	MISSISSIPPI	MISSOURI	MONTANA	NEBRASKA
a. capacity building	x	x		x	x		x		x	x	x		x		x	x		x	x	x			x		x	x			x
b. Technical Assistance Base			x																										x
c. consultants			x	x													x												
d. National Diffusion Network					x				x				x			x	x	x				x		x			x		x
e. Title IV C																x		x						x					
f. Regional Exchange																	x				x	x			x				
g. special purpose grant																		x											
h. others							x							x			x						x						
i. not applicable						x						x																x	

	NEVADA	NEW HAMPSHIRE	NEW JERSEY	NEW MEXICO	NEW YORK	NORTH CAROLINA	NORTH DAKOTA	NORTHERN MARIANAS	OHIO	OKLAHOMA	OREGON	PENNSYLVANIA	PUERTO RICO	RHODE ISLAND	SOUTH CAROLINA	SOUTH DAKOTA	TENNESSEE	TEXAS	TRUST TERRITORIES	UTAH	VERMONT	VIRGINIA	VIRGIN ISLANDS	WASHINGTON	WEST VIRGINIA	WISCONSIN	WYOMING
	n	n		n		m	n	-	n	l	n	m	m	n			s	n	-		b		-	s	m	m	n
	n	m	s	n	m	n	n	-	n	m	m	m	s	m	m	m	s	m	-	m	m		-	m	m	m	m	n
	n	n		s	s	s	l	-	s	s	n	n		n	s	m	s	n	-	s	n		-	s	n	n	n
	s	s	m	s	m	l	l	-	l		n	l	s	m	m	l	n	s	-	s	l		-	m	n	l	s
	n	n		m		m	n	-	s	m	m	s		l	m	s	s	m	-	s	s		-	m	m	s	l
	n	l	s	s		s	l	-	l	m	n	l		n	s		n	s	-	n	s		-	m	n	s	l
	n	l	s	s			n	-	l	m	s	s		n	s	m	s	s	-	s	l		-	n	n		
								-											-				-				
							l	-	m									m	-				-				
																								m/l			
		x	x		x			-		x	x	x		x	x	x	x	x	-	x	x		-	x	x	x	
			x		x			-											-				-	x			x
			x					-											-				-				
						x	x	-	x										-				-				
				x				-											-				-	x			
						x		-		x	x								-		x		-	x			
								-					x						-				-				
								-	x										-				-	x			
x								-											-			x	-		x		

F.1
NOTES: m=much - s=somewhat
l=little - n=none

"others"
Connecticut: National Center for Research on Vocational Education
Iowa: NCEC
Kansas: Title IV C
Ohio: NCES capacity building
NCES personnel exchange
Washington: Northwest Regional Educational Laboratory, ROU grant, State Dissemination Leadership Project

F.2
NOTES: "others"
Connecticut: NIE projects in general
Idaho: inservice (LEA & SEA levels), planning, availability of research
Iowa: NCEC
Massachusetts: visits to other states
Ohio: regional labs
Washington: Northwest Lab

Dissemination Survey Update - Council of Chief State School Officers

1. Have there been major changes in the dissemination/school improvement program in your SEA during the past year?

   19 yes 19 no

2. If yes, in which areas did those changes occur (mark as many as applicable)?

   7 location of the program administratively in the SEA

from	planning and evaluation, office of superintendent	to	curriculum materials and services
from	improvement and development	to	state and federal programs
from	center for program coordination	to	policy and program development
from	research and development	to	central office
from	dissemination	to	special programs
from	part of an office	to	central room, made available to the public

   10 funding amount (increase 0 or decrease 10)

   10 funding sources

   gained: charging for searches
   professional associations
   state funds for information base development
   state funds for communications and word processing
   state/federal division

   lost: state funding (3)
   (one state legislature eliminated funding)
   Title IV C
   NIE capacity building (10)
   local funding

   12 services to clients

   added: technical assistance
   SEA-operated information center
   now serving vocational education
   linkage with new cooperatives
   on-line search capability (4)
   linkers (2)

lost: search services (2)
linkers (4)
support staff
product development
state files
field pilot projects
training
ability to offer free services

3. If your SEA had an NIE dissemination capacity building grant that ended during the year, were all functions funded by it sustained when it ended?

___3___ yes ___7___ no

4. If no, what was lost?

___7___ staff ___5___ services ___3___ linkages ___3___ other

services and linkages shifted to universities for retrieval of information
all functions reduced
relationship with intermediate units cut from 9 to 3

5. Has there been an increase in coordination among various SEA divisions with dissemination responsibilities during the last year?

___22___ yes ___15___ no

6. If yes, in which divisions has that increase been most significant?

entire department (2)
vocational education (4)
planning, research, evaluation, and development (4)
management/administration (2)
instruction (12)
federal programs (3)
training
deputies
special education (5)
media
community education
nutrition
equal educational services (2)
health education
elemetary/secondary education
library services
Title I
teacher education
chief state school officer
public information officer
education support services
career education

7. Has the dissemination program in your SEA been combined with other efforts to form a more comprehensive school improvement effort?

17 yes 14 no

8. If yes, at what administrative level does responsibility for the combined program fall:

4 deputy 5 associate/assistant commissioner

9 division/department head 5 other

director of dissemination
administrative council
consultant
chief

9. Has your SEA used any outside services to improve the dissemination/school improvement program during the last year?

18 yes 14 no

10. If yes, which of the following was most helpful?

12 Regional Exchange 2 Regional Services 6 consultants

2 visits to other SEAs 4 other

facilitator center
all lab services
business and industry
Department of Labor and Employment
teacher organizations

11. Has there been an increase in understanding of and support for the dissemination/school improvement program during the last year?

21 yes 12 no

12. If yes, with whom has that increase been most significant?

7 chief state school officer 5 deputy 4 state board

12 department/division heads 17 professional staff in general

4 other institutions of higher education (2)
professional organizations
local education agencies (3)
consultants

13. In your opinion, will the dissemination/school improvement program be given any significant new support because of the federal block grant to your SEA?

__1__ yes __16__ no __22__ don't know yet

14. Do you anticipate additional changes in the dissemination/school improvement program in your SEA in the next year?

__22__ yes __14__ no

15. If yes, in which areas?

__12__ staff (more __3__ or less __9__)

__18__ funding (more __6__ or less __12__)

__11__ funding sources (more __3__ or less __8__)

__16__ services (more __7__ or less __9__)

States responding to the survey update:

American Samoa
Arkansas
Arizona
Colorado
Delaware
Florida
Guam
Hawaii
Idaho
Illinois
Indiana
Iowa
Kansas
Kentucky
Louisiana
Maine
Minnesota
Mississippi
Missouri
Nebraska
Nevada
New Hampshire
New Jersey
New Mexico
North Carolina
North Dakota
Ohio
Oregon
Pennsylvania
Rhode Island
South Carolina
Texas
Utah
Vermont
Virginia
Washington
Wisconsin
Wyoming

A Study of School Improvement Programs in State Departments of Education

by Patrick Martin
Council of Chief State School Officers

State departments of education have, in the last decade, worked to increase their dissemination capacity to help schools improve--to increase their service orientation while continuing to carry out their regulatory functions.

The 50 states and six extra-state jurisdictions have developed a wide variety of approaches to this activity, including utilizing different administrative configurations; funds from many sources, and linkages to the field through regional, local, and other means.

How successful SEAs have been, and how permanent those activities are, has been the major focus of the Dissemination Management Project at the Council of Chief State School Officers. Funded by the National Institute of education from March 31, 1980, through March 31, 1982, the project asked three questions:

(1) From the chief state school officers's point of view, what is the present approach being utilized in each state to help school improve?

(2) What are the general characteristics of that approach, and how do they resemble/differ from each other from state to state?

(3) Which federal programs and other influences have been most significant in the development of each state's dissemination program, and which of those influences are most important to continue?

In order to answer those questions, project staff conducted a survey of the states to collect information from chiefs and their key assistants. All 50 states and three of the extra-state jurisdictions (Guam, Northern Mariana Islands, and Puerto Rico) responded. The survey was designed to be an informal study and was not intended to be a definitive analysis of dissemination/school improvement programs in SEAs. Therefore, a variety of people with differing responsibilities participated in completing the surveys. Chiefs in most states either participated or approved the document before it was submitted to the Council's project staff.

In addition to the survey, information from a variety of additional sources was used to determine the general characteristics of school improvement programs in SEAs. A major source was information produced by a special seminar convened by the Council in November 1980. Five organizations that have conducted major studies or evaluations of dissemination programs were asked to present information produced by their work that has special significance for chief state school officers and SEAs. Those studies were:

(1) NTS Research Corporation, evaluation of NIE's dissemination capacity building program;

(2) Abt Associates, evaluation of the R&D Utilization project;

(3) SRI evaluation of the National Diffusion Network;

(4) The Network, a study underway that includes a variety of programs at several levels; and

(5) Stephens Associates, structure and functions of intermediate service agencies.

The focus of this chapter is on the results of the survey of SEAs done by the Council. It will include a review of the six sections of the survey, followed by general conclusions that can be drawn from the results and substantiated by information from the other studies listed.

CCSSO DISSEMINATION SURVEY

In order to collect information about dissemination/school improvement programs that would reflect both scope and function, the survey instrument was divided into six sections: definitions of dissemination, policies and procedures, relationships, organization and operation, funding for dissemination, and assistance from other projects and services. A brief discussion of the more significant findings in each section follows.

Definitions of Dissemination

Respondents indicated generally that the Dissemination Analysis Group's four-level definition (spread, exchange, choice, and implementation)[1] was applicable to their program, with 49 states reporting that spread and exchange both were parts of their activities. The lowest number of responses (44) was for implementation, still a significantly high number. Forty-one states indicated that they provided assistance to clients at all four levels.

The statement "providing information to teachers, administrators, and others, including the general public" received the highest number of responses (50) to the question asking for a "best" description of major functions. Help with using new information (45) and assistance in installing new programs (40) were also applicable. However, only 25 states indicated

that most SEA dissemination functions were coordinated through a central office; apparently there is still a lack of cooperation among many programs at the state level (see Chart A).

Policies and Procedures

Only seven states reported that they have an approved state board policy covering the dissemination function, 18 said that there was a written administrative procedure, and 20 indicated that an organization chart of the SEA showed the location of the dissemination unit. Eleven states have state legislation mandating a dissemination function; four said that the mandate was in a specific program area, while seven said it was general in nature.

When asked to indicate the major factors that will influence the future development of their program, 18 states said federal funding and 16 indicated state funding would be most significant. Seventeen pointed to leadership in the SEA as a major factor.

Relationships

Although there were only three questions in this section, the answers provide some of the most significant information gained from the survey. Generally the information indicates that dissemination is still a difficult concept to explain to persons in leadership positions in SEAs.

The first question dealt with the degree to which the concept was understood. Only 10 states indicated that members of the state board of education had a grasp of the concept. However, 36 respondents felt positively about the chief state school officer's understanding of dissemination, and 34 said the deputies understood the concept (see Chart B).

Question two dealt with the degree to which dissemination shared "common purposes" with major SEA programs. Again, the results indicated

Section A, Question 3--Which of the following statements best describes the major functions of your dissemination unit (check as many as applicable)? 1. providing information through publications and other printed and audiovisual materials. 2. providing information to teachers, administrators, and others, including the general public. 3. providing information and general assistance in using that information. 4. assisting schools to install new programs. 5. coordinating SEA dissemination functions through a central office. 6. other.

	1	2	3	4	5	6	statement of "other"
Alabama	x	x	x	x	x		
Alaska	x	x	x	x	x		
American Samoa	x	x	x	x	x		
Arizona	x	x	x				
Arkansas	x	x	x	x	x		
California	x	x	x	x	x	x	information on funding sources for adoption
Colorado		x	x			x	training of field agents
Connecticut	x	x			x	x	public information
Delaware	x	x	x	x			
Florida		x	x	x			
Georgia	x	x	x				
Guam							
Hawaii	x	x	x	x	x		
Idaho	x	x	x	x	x		
Illinois	x	x	x	x	x	x	sharing state, local planning resources
Indiana		x	x	x			
Iowa		x	x	x			
Kansas	x	x	x	x	x	x	sharing Title IV-C information
Kentucky	x	x	x	x			
Louisiana	x	x	x	x	x	x	training SEA, LEA, higher education personnel
Maine	x	x	x	x			
Maryland	x	x	x	x			
Massachusetts	x	x				x	technical assistance to regional center staff
Michigan	x	x	x	x	x		
Minnesota		x					
Mississippi	x	x	x	x	x		
Missouri	x	x	x	x			
Montana	x	x	x	x	x	x	coordinate services through regional laboratory and SDLP
Nebraska	x	x	x	x		x	offering awareness sessions
Nevada	x	x	x	x	x		
New Hampshire	x	x	x	x			
New Jersey	x	x	x	x	x		
New Mexico	x	x	x			x	search services
New York	x	x	x	x		x	develop, validate, demonstrate Title IV-C and NDN
North Carolina	x	x	x	x			
North Dakota	x	x	x	x	x		
Northern Marianas							
Ohio	x	x	x	x		x	validation
Oklahoma		x			x		
Oregon	x	x	x	x	x		
Pennsylvania	x						
Puerto Rico	x	x	x	x	x		
Rhode Island	x	x	x	x			
South Carolina	x	x	x	x	x	x	technical assistance for publications
South Dakota	x	x	x	x	x		
Tennessee		x					
Texas	x	x	x	x		x	coordinating validation
Trust Territories							
Utah	x	x	x	x			
Vermont	x	x	x	x	x		
Virginia	x	x					
Virgin Islands							
Washington	x	x	x	x	x	x	validation resources to LEAs
West Virginia	x	x	x	x	x	x	general publication to all state educators
Wisconsin			x	x		x	training LEA and regional staff in search techniques
Wyoming	x	x	x	x			
TOTALS	44	50	45	40	25	17	

Section C, Question 1--In your opinion, is there a general understanding in the SEA of dissemination concepts, especially as they apply to the program as it exists in your SEA? 1. state board of education members. 2. chief state school officer. 3. deputy chiefs. 4. division/department heads. 5. other professional staff. 6. others. (KEY: y=yes, s=somewhat, n=no, n/a=not applicable)

	1	2	3	4	5	6	statement of "other"
Alabama	n	s	s	s	s		
Alaska	s	s	s	y	y		
American Samoa	n	y	y	y	y		
Arizona	n	y	y	s	n		
Arkansas	s	y	y	s	s		
California	y	y	y	y	y		
Colorado	s	y	y	s	s		
Connecticut	y	y		y	s	y	public information office
Delaware	n	s	s	s	y		
Florida	s	s	s	y	s		
Georgia	y	y	y	y	y	y/s	y=intermediate agency staff; s=LEA central office staff
Guam	n	n	n	n	n		
Hawaii	s	y	y	y	y		
Idaho	y	y	y	y	y		
Illinois	n	s	y	y	s		
Indiana	s	y	s	s	n		
Iowa	s	s	s	s	y		
Kansas	s	y	y	y	s		
Kentucky	n	y	s	s	s		
Louisiana	s	y	y	y	y	y	SEA Dissemination Advisory Committee
Maine	n	y	y	s	s		
Maryland	y	y	y	s	s		
Massachusetts	y	y	y	s	s		
Michigan	s	s	y	s	s		
Minnesota	s	s	y	s	s		
Mississippi	s	y	y	y	y	s	LEAs
Missouri	y	y	y	y	y		
Montana	s	y	y	y	y		
Nebraska	s	y	y	y	s	y	SEA consultants
Nevada	s	y	y	y	y		
New Hampshire	y	y	y	y	y/n	y	73 percent of LEAs
New Jersey	s	y	y	s	s		
New Mexico	n	s	s	y	y		
New York	s	y	y	s	s		
North Carolina	y	y	y	y	y		
North Dakota	n	y	y	y	y		
Northern Marianas							
Ohio	s	y	y	y	s	n	clerical staff
Oklahoma	s	y	y	y	y		
Oregon	s	y	y	y	y		
Pennsylvania	n	y	s	s	s		
Puerto Rico	n/a	s	s	s	s		
Rhode Island	n	s	s	s	s		
South Carolina	n	s	s	s	y	y	designated school district representatives
South Dakota	n	y	y	y	s		
Tennessee	n	s	s	s	s		
Texas	s	y	y	y	s	y	executive directors, education service centers
Trust Territories							
Utah	n	y	s	s			
Vermont	n	y	y	s	n		
Virginia	s	s	s	s	s		
Virgin Islands							
Washington	n	n	n	n	s	y	dissemination project staff
West Virginia	y	y	y	y	y		
Wisconsin		s	s	y	y		
Wyoming	s	y	y	y	y		
TOTALS							

1. y=10, s=23, n=18, others=5. 2. y=36, s=15, n=2, others=3; 3. y=34, s=16, n=2, others=4; 4. y=28, s=23, n=2, others=3; 5. y=23, s=24, n=6, others=4; 6. y=8, s=2, n=1.

Chart B 71

that a gap continues to exist. Only ESEA Title IV-C received a strong yes (42 states) (see Chart C). When asked if there was close coordination of activities between dissemination and specific programs, again only Title IV-C received a positive response (30 states). Ranking second on this question was labs and centers (22 states) (see Chart D).

In all three questions in this section, the highest positive responses overall were to the large, federally funded programs, while the fewest positive responses were to the more subject-specific programs.

Organization and Operation

Forty-three states have undergone a reorganization within the last five years, and in 18 instances the location of the dissemination unit was affected. However, in 10 SEAs the reorganization included the creation of a dissemination unit, and in 12 it included additional staff for dissemination.

Dissemination units in 40 states include an information service, 31 have the National Diffusion Network activity, 28 include both support services (radio-TV-film, publications, graphics, printing, media) and the validation of state programs, and 24 perform the public information function (see Chart E).

Twenty-eight states have intermediate units, and 21 of them provide dissemination services. Those services most often include responding to requests for information (21), providing technical assistance in adopting new programs (21), and assisting with the identification and validation of model programs (16). Eleven of those 21 reported that there is close coordination between the SEA and the intermediate units.

Twenty-five states have an internal advisory committee for the program, and, again, persons from the large federally funded programs most often are

Section C, Question 2--To what extent does the dissemination function share common purposes with the following: 1. ESEA Title IV-C. 2. ESEA Title I. 3. special education. 4. vocational education. 5. gifted/talented. 6. bilingual/migrant. 7. general curriculum. 8. planning/evaluation. 9. computer/statistical. 10. other. (KEY: s=strong, m=moderate, w=weak, n=none, n/a=not applicable)

	1	2	3	4	5	6	7	8	9	10	statement of "other"
Alabama	m	m	w	m	w	m	m	n/a	w		
Alaska	s	w	w	m	m	w	s	m	m		
American Samoa	s	s	s	s	n	n	m	s	s	s	teacher training
Arizona	s	s	s	s	s	s	s		m		
Arkansas	s	m	m	m	m	m	m	m	m		
California	s	m	s	s	s	m	s	s	m	s/m	Calif. demonstration, nutrition programs
Colorado	s	s	s	n/a	m	s	m	s	s	s	community based education
Connecticut	s	s	s	s	s	s	s	s	m	s	T/II, basic skills; career ed; law ed
Delaware	s	m	s	w	w	w	s	s	m		
Florida	s	w	s	s	m	w	m	w	w		
Georgia	m	w	m	w	w	w	m	s	n		
Guam	n	n	n	n	n	n	n	n	n		
Hawaii	m	w	w	w	m	w	m	s	w		
Idaho	s	s	s	m	s	s	s	m	m		
Illinois	s	w	w	w	m	n	m	m	n		
Indiana	s	m	m	w	m	w	w	w	w		
Iowa	s	m	m	m	m		m		w	s/s	state facilitator, information network
Kansas	s	m	m	m	m	m	m	m	w		
Kentucky	s	w	w	s	s	w	s	s	s		
Louisiana	m	s	s	s	s	s	m	s	m		
Maine	s	w	w	w	m	w	w	m	w		
Maryland	s	m	s	m	m	m	s	m	m		
Massachusetts	s	s	m	m	s	m	m	w	n		
Michigan	s	m	m	m	s	w	w	m	m		
Minnesota	s	w	m	m	s	w	m	s	s		
Mississippi	s	s	m	w	m	m	w	s	m		
Missouri	s	s	s	s	s	s	s		s		
Montana	s	s	s	m	s	m	s	s	m		
Nebraska	s	m	m	w	w	w	m	w/n	n		
Nevada											
New Hampshire	s	s	s	s	s	s	s	s	s	s	sex equity, career education
New Jersey	s	w	m	n	w	?	w	s	w		
New Mexico	s	m	w	w	w	w	m	m	n	s	Title IV-B
New York	s	s	m	m	s	m	s	s	m		
North Carolina											
North Dakota	s	n	m	m	m	m	s	s	s		
Northern Marianas											
Ohio	s	s	m	m	s	s	m	m	s	s/s	energy assistance, guidance/testing
Oklahoma	s	s	s	m	s	s	s	s	m		
Oregon	s	m	m	s	m	m	m	m	w		
Pennsylvania	s	m	s	s	w	m	w	s	w		
Puerto Rico	s	s	s	s	s	s	s	s	s		
Rhode Island	m	w	w	m	m	w	m	m	w		
South Carolina	m	w	s	m	m	n	w	n	w		
South Dakota	s	m	m	m	m	m	m		w		
Tennessee	s	m	m	s	s	s	s	m	w		
Texas	s	m	s	m	s	m	s	s	m	s	printing and graphics
Trust Territories											
Utah	s	m	m	w	s	m	w	m	w		
Vermont	m	m	w	w	n	w	n	m	n		
Virginia	m	m	m	m	m	m	m	m	m		
Virgin Islands											
Washington	s	m	s	s	m/w	m	w	s	w		
West Virginia	s	s	s	m	m	n	s	m	m		
Wisconsin	s	w	m	m	s	w	s	s	m		
Wyoming	s	m	s	s	m	s	s	m	w		
TOTALS											

1. s=42, m=8, w=0, n=1, others=5; 2. s=16, m=22, w=12, n=1, others=5; 3. s=21, m=20, w=9, n=1, others=5; 4. s=15, m=22, w=11, n=2, others=6; 5. s=20, m=21, w=8, n=3, others=5; 6. s=12, m=17, w=16, n=5, others=6; 7. s=20, m=23, w=6, n=2, others=5; 8. s=22, m=18, w=4, n=3, others=10; 9. s=9, m=18, w=17, n=7, others=5; 10. s=11, m=1.

Section C, Question 3—Is there close coordination of dissemination activities between the dissemination unit and the following: 1. ESEA Title IV-C. 2. ESEA Title I. 3. special education. 4. vocational education. 5. gifted/talented. 6. bilingual/migrant. 7. general education. 8. planning/evaluation. 9. computer/statistical. 10. intermediate units. 11. state library. 12. other state agencies. 13. colleges and universities. 14. educational laboratories and R&D centers. 15. professional organizations. 16. other. (SEE KEY BELOW)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	"others"
Alabama	m	m	w	m	w	m	m	n/a	w	n/a	s	w	m	s	m		
Alaska	s	m	m	s	s	m	m	m	m	s	m	w	w	s	w		
American Samoa	s	s	s	s	n	n	s	s	s	n/a	w	m	n	n			
Arizona	m	m	m	s	w	m	m		w	m	m	w	w	w	m		
Arkansas	m	w	m	m	w	w	m	m	w		m	w	w	s	m		
California	s	m	s	m	s	s	m	s		s	s		m	s	m		
Colorado	m	m	m		w	m	m	s	m	s	s	s	n	w	w	s/s	community ed,
Connecticut	s	s	s	s	s	s	s	s	m	s	w	w	w	n	s		business &
Delaware	s	w	s	w	w	w	m	s	w		s	w	w	s	s		industry ed
Florida	s	w	s	m	m	w	m	w	w		n	n	w	m	n		
Georgia	m	w	m	w	w	w	m	s	n	m	m	n	n	n	n		
Guam	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n		
Hawaii	m	w	w	w	m	w	m	s	w	m	m	m	m	s	m		
Idaho	s	s	s	m	s	s	s	n	s		s	w	m	s	m		
Illinois	s	w	w	w	w	w	m	w	w	m	s	w	w	m	w		
Indiana		w	w	w	w	w	w	w	w	w	w	w	w	w	w		
Iowa	s		m	w		w	m		w	s	s	s	m	m	m		
Kansas	s	m	w	w	w	n	w	w	n	s	w	n	m	m	w	s/s	NDN, teacher
Kentucky	s	w	w	s	s	n	s	s	s	m	s	m	m	s	m		centers
Louisiana	m	m	m	m	m	m	m	s	m	m	w	w	m	s	m		
Maine	s	w	w	w	m	w	n	m	n		s	n	n	m	m		
Maryland	s	m	w	m	m	m	s	m	m		m	w	s	s	s		
Massachusetts	s	m	m	m	s	w	s	w	n	s	m	w	w		m		
Michigan	s	m	w	m	m	w	w	m	w	s	m	m	m	m	m	m	professional
Minnesota	m	w	s	w	m	w	m	m	m	s	n	w	m	m	m		development
Mississippi	s	s	m	m	m	m	m	s	m	w	s	w	s	s	m		
Missouri	n/a	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Montana	n/a	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Nebraska	s/m	m/w	m/w	m/w	m	w	m	m/w	w/n	m	m/w	m	s	s/m	m		
Nevada	n/a	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
New Hampshire	s	m	m	m	m	m	s	s	m	m	s	w	m	n	m		
New Jersey	s	w	w	n	w	w	n	s	w		w	w	w	m	w		
New Mexico	s	w	w	w	w	w	m	m	n		s	w	m	s	m	m/m	state/federally
New York	s	s	m	m	m	m	m	s	s	s	w	w	w	m	w		funded pro-
North Carolina	n/a	-	-	-	-	-	-	-	-	-	-	-	-	-	-		grams, ERIC-
North Dakota	s	m	m	m	m	m	s	s	s	m	m	w	w	w	m		CRESS, teacher
Northern Marianas																	centers
Ohio	s		m	w	m	w			m		m	m	w	s		s	inservice ed
Oklahoma	s	s	s	m	s	s	s	s	m	m	m	w	w	s	w		
Oregon	s	m	m	s	w	w	m	m	n	s	s	n	w	s	m		
Pennsylvania	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w		
Puerto Rico	m	w	w	m	w	w	w	s	m	w		w	n		n		
Rhode Island	w	w	w	m	w	w	w	w	w	w	m	w	m	m	m		
South Carolina	m	w	s	w	w	n	w	n	w	n	s	w	m	s	w	w/w/w	state legis-
South Dakota	m	m	m	w	m	m					w			s			lature, office
Tennessee	w	w	w	w	m	w	w	m	n		n	w	w	s	n		of attorney &
Texas	s	s	s	m	s	m	s	s	m	s	w	n	w	s	s		governor
Trust Territories																	
Utah	s	m	m	w	m	m	w	m	w	s	s	w	m	s	m		
Vermont	s	s	m	m	w	m	w	s	w	n	w	w	m	s	w	m	adult ed,
Virginia																	teacher centers
Virgin Islands																	
Washington	s	m	s	s	w	m	w	s	w	s/m	n	n	m	w	w	s	promising prac-
West Virginia	s	s	s	s	s	s	s	s	s	s	s	s	s	s	s		tices
Wisconsin	s	w	m	m	m	w	s	m	w	s	s	m	m	m	w	s	selected organi-
Wyoming																	zations with KIZ
TOTALS																	resources

(KEY: s=strong, m=moderate, w=weak, n=none) 1. s=31, m=12, w=3, n=1, others=10; 2. s=9, m=17, w=19, n=1, others=11; 3. s=12, m=19, w=16, n=1, others=9; 4. s=8, m=20, w=17, n=2, others=10; 5. s=9, m=17, w=18, n=2, others=10; 6. s=5, m=15, w=22, n=5, others=9; 7. s=12, m=19, w=11, n=3, others=11; 8. s=20, m=12, w=8, n=3, others=14; 9. s=6, m=12, w=19, n=9, others=11; 10. s=16, m=10, w=5, n=3, others=22; 11. s=17, m=13, w=12, n=5, others=10; 12. s=3, m=7, w=27, n=8, others=11; 13. s=4, m=18, w=18, n=6, others=10; 14. s=23, m=12, w=6, n=5, others=11; 15. s=5, m=21, w=13, n=5, others=12; 16. s=6, m=4, w=2.

Section D, Question 5--Which of the following activities/programs are administratively a part of the dissemination unit? 1. information services. 2. public information. 3. National Diffusion Network. 4. validation of state programs. 5. computer/statistical services. 6. support services. 7. other.

	1	2	3	4	5	6	7	statement of "other"
Alabama	x		x	x				
Alaska	x	x	x	x	x			
American Samoa	x	x	x		x	x		
Arizona	x			x			x	special ed materials, hotline, SEA library
Arkansas	x	x	x			x		
California		x	x	x		x		
Colorado	x		x				x	career, ABE, community ed, ESL, CETA
Connecticut	x	x			x	x		
Delaware	x		x	x	x			
Florida	x	x	x		x	x		
Georgia	x							
Guam								
Hawaii	x		x					
Idaho	x	x	x	x	x	x		
Illinois	x		x	x	x	x		
Indiana		x	x	x				
Iowa	x		x	x				
Kansas	x		x	x			x	WEEA, teacher center
Kentucky	x		x	x	x	x	x	materials center curriculum lab, competency materials
Louisiana							x	public information
Maine	x			x		x		
Maryland								
Massachusetts	x	x				x		
Michigan		x	x	x	x	x		
Minnesota	x							
Mississippi	x			x				
Missouri								
Montana	x	x	x	x	x	x		
Nebraska	x		x					
Nevada								
New Hampshire	x	x	x	x	x	x		
New Jersey	x		x	x				
New Mexico	x	x		x	x	x	x	media and library
New York			x	x		x		
North Carolina		x				x	x	development, research
North Dakota	x	x	x	x	x	x		
Northern Marianas								
Ohio	x	x	x	x	x	x	x	needs assessment, technical assistance
Oklahoma	x	x				x		
Oregon	x			x		x	x	library, staff development, vocational ed., curriculum development, instructional quality control
Pennsylvania		x				x		
Puerto Rico	x	x	x	x		x		
Rhode Island	x		x			x		
South Carolina	x					x	x	promising practices, SEA pubs, annual report
South Dakota		x	x					
Tennessee	x							
Texas	x	x	x	x		x	x	writing/editing SBOE/legislative reports
Trust Territories								
Utah	x		x	x		x		
Vermont	x		x	x				
Virginia	x	x			x	x		
Virgin Islands								
Washington	x	x	x	x		x		
West Virginia	x	x	x	x	x	x		
Wisconsin	x						x	consultant services to media personnel
Wyoming								
TOTALS	40	24	31	28	16	29	12	

Chart E 75

its members (Title IV-C, Title I, vocational, and special education appeared most often).

Forty-four states reported that they have a total of 270 people on their dissemination staffs, an average of 6.1. These numbers ranged on the survey from a single information service searcher to a large school improvement staff involved in all levels of dissemination activities.

Forty-nine of the 53 respondents indicated that they provide information services to clients in the field, and 40 of them have placed that service in the SEA. Thirty of them said that the NIE-funded dissemination capacity building program had been significant in the development and maintenance of the information service.

Clients get access to information from a variety of sources, most often from direct contact with an SEA-based linker (36 states). However, 29 states ask clients to go through a field-based linker (multiple answers).

Funding for Dissemination

Funds for dissemination units come from a variety of sources, but most often from Title IV-C (44 states), state funds (38), NIE capacity building (37), National Diffusion Network (31), special education (31), ESEA Title I (30), and vocational (28). However, a significant number of states indicated that seldom are funds from that array of sources actually transferred to a central dissemination budget (capacity building funds in 18 states was the highest total) (see Chart F).

Twenty-one states expect a decrease in funds and, correspondingly, a decrease in services within the next year. Sixteen states will experience that decrease because of the loss of NIE capacity building funds. The most often mentioned outcome of that decrease was in staffing (20 states), and

Section E, Question 1--Which of the following are currently sources of funding for your dissemination activities? (KEY: an "x" indicates that funds from that sources are used; a "t" following an "x" indicates that those funds are are actually transferred into a central dissemination budget.)

	1	2	3	4	5	6	7	8	9	statement of "other"
Alabama	x	x	x	x	x	x/t	x/t	x		
Alaska	x/t	x	x	x	x	x/t	x/t	x		
American Samoa						x				
Arizona	x			x	x	x		x	x	Title VB, career ed
Arkansas	x/t	x	x	x	x	x/t	x/t	x	x	Title VB
California	x/t	x					x			
Colorado		x	x	x		x/t	x/t		x	VB, CETA, career, adult
Connecticut	x/t	x/t	x/t	x/t	x/t			x		
Delaware	x/t	x/t	x/t	x/t	x/t		x/t	x/t		
Florida		x				x/t	x/t			
Georgia	x					x				
Guam		x		x						
Hawaii	x	x	x			x	x			
Idaho	x	x	x	x		x	x			
Illinois		x	x			x/t			x	Title VB
Indiana		x	x	x	x	x	x			
Iowa	x/t	x/t	x	x	x		x/t			
Kansas		x/t				x/t	x/t		x	WEEA, teacher center
Kentucky	x	x	x	x	x		x			
Louisiana	x/t	x	x	x	x	x/t	x	x		
Maine		x					x			
Maryland	x	x	x	x	x	x				
Massachusetts	x			x	x	x				
Michigan	x	x/t	x	x	x	x	x/t	x		
Minnesota		x				x/t				
Mississippi		x/t				x/t			x	Title VB
Missouri	x	x	x	x	x				x	Title VB
Montana	x	x	x	x	x		x	x		
Nebraska		x/t	x/t	x/t	x/t	x/t	x/t	x/t		
Nevada	x	x	x	x/t	x	x	x	x	x	Title VB
New Hampshire	x/t	x/t	x/t	x	x/t					
New Jersey		x				x	x			
New Mexico	x					x			x	Title VB
New York	x	x				x	x			
North Carolina	x	x					x			
North Dakota	x	x	x	x	x		x			
Northern Marianas										
Ohio	x	x	x	x	x	x	x			
Oklahoma	x					x				
Oregon	x/t	x	x	x	x/t	x/t				
Pennsylvania		x/t	x	x	x	x/t	x	x		
Puerto Rico	x/t	x/t				x/t				
Rhode Island	x					x				
South Carolina	x					x				
South Dakota		x		x		x/t	x			
Tennessee	x/t	x	x	x	x	x/t	x			
Texas	x/t	x/t	x/t	x/t	x		x/t	x/t		
Trust Territories										
Utah	x	x/t	x	x	x	x/t	x/t	x/t		
Vermont	x	x/t	x			x		x		
Virginia										
Virgin Islands										
Washington	x	x	x	x	x	x/t	x/t			
West Virginia	x	x/t	x		x/t		x			
Wisconsin	x	x				x		x		
Wyoming	x	x	x	x	x					
TOTALS	38/12	44/14	30/5	31/5	28/6	37/18	31/13	16/4	9	4--no response

1. state funds; 2. ESEA Title IV C funds; 3. ESEA Title I funds; 4. special education funds; 5. vocational education funds; 6. NIE funds; 7. NDN funds; 8. fees for information resource center search services; 9. others.

Chart F

18 said that services to teachers would suffer the most.

Assistance from Other Projects and Services

States have benefited from services from many sources, but NIE's capacity building program has obviously been the most helpful (37 states). The Regional Exchange project received strong votes from 18 states, while the National Diffusion Network's Technical Assistance Base and NIE special purpose grants also provided assistance (see Chart G).

ASSUMPTIONS ABOUT SEA DISSEMINATION PROGRAMS

Based on information from this survey and other recent studies and reports, it is possible to make several assumptions about SEA dissemination/school improvement programs. These assumptions will not, of course, apply to all, but the data indicate that they are basic ingredients in the more effective state efforts.

(1) While most states provide information to clients in the field, few SEAs have developed a closely coordinated system that eliminates duplication and unnecessary expense. This fragmented approach also makes it difficult for the client to obtain all the information needed without having to request it from several sources.

(2) The fragmented system of dissemination at the state level is largely caused by a like system at the federal level. The lack of internal coordination in the Department of Education in developing program rules and regulations has made it difficult for chiefs to consolidate programs at the state level. In spite of this stumbling block, several states have successfully combined federally funded school improvement programs, developing configurations that, once a client requests assistance, automatically brings

Section F, Question 1--Please indicate below the degree of assistance (if any) your SEA has received from the following sources as your dissemination program has developed. 1. special purpose grant (NIE). 2. state dissemination capacity building grant (NIE). 3. Regional Services project (NIE). 4. Technical Assistance Base (NDN). 5. Regional Exchange project (NIE). 6. consultants from other states. 7. visits to other states. 8. others.

	1	2	3	4	5	6	7	8	9	10	statement of "other"
Alabama	n	n	s	l	n	l	s		n		
Alaska	n	n	n	n	n	s	s				
American Samoa	n	n	n	n	n	n	n				
Arizona	l	n	n	n	l	n	n				
Arkansas	n	n	l	n	n	s	s				
California	s	n	s	s	n		s				
Colorado		n	n	l	n	l	s				
Connecticut	n	s	l	l	s	s	s			1	Nat'l Center for Research in Voc Ed
Delaware		n	s	s	l	l					
Florida	s	n	n	n	s	l	n				
Georgia	n	n	n	n	l	l	l				
Guam	n	n	n	n	n	n	n				
Hawaii	n	n	n	s	n	s	s		n		
Idaho	n	n	s	n	n		n				
Illinois	n	n	n	n	s	l	s	n			
Indiana	s	n		n							
Iowa				s	s	l	l				
Kansas	n	n	n	l	s	s	s		n	n	Title IVC
Kentucky	n	n	n	s	s	n	n				
Louisiana	s	n	n	s	n	s					
Maine	n	s	n	l	n	s	n				
Maryland		n	s	s	n						
Massachusetts		n			l						
Michigan	s	s	l	s	s	l					
Minnesota	n	n	n	l	l	l	n				
Mississippi	n	n	l	l	n	s	s				
Missouri	s	n	n	n	s	s	s		n		
Montana	n	n	s	s	s	s	s				
Nebraska	s	n	l	n	l	l	n				
Nevada	n	n	n	s	n	n	n				
New Hampshire	n	n	n	s	n	l	l				
New Jersey		s		n		s	s				
New Mexico	n	n	s	s	n	s	s				
New York		n	s	n							
North Carolina	n	n	s	l	n	s					
North Dakota	n	n	l	l	n	l	n		l		
Northern Marianas											
Ohio	n	n	s	l	s	l	l		n		
Oklahoma	l	n	s		n	n	n				
Oregon	n	n	n	n	n	n	s				
Pennsylvania	n	n	n	l	s	l	s				
Puerto Rico	n	s		s							
Rhode Island	n	n	n	n	l	n	n				
South Carolina		n	s	n	n	s	s				
South Dakota		n	n	l	s		n				
Tennessee	s	s	s	n	s	n	s				
Texas	n	n	n	s	n	s	s		n		
Trust Territories											
Utah		n	s	s	s	n	s				
Vermont	n	n	n	l	s	s	l				
Virginia											
Virgin Islands											
Washington	s	n	s	n	n	n	n			m/1	Northwest Lab. SDLP
West Virginia	n	n	n	n	n	n	n				
Wisconsin	n	n	n	l	s	s					
Wyoming	n	n	n	s	l	l					
TOTALS											

1. n=10, s=9, l=2, n=21, others=14; 2. n=37, s=6, l=0, n=8, others=5; 3. n=4, s=15, l=6, n=22, others=9; 4. n=12, s=16, l=14, n=8, others=6; 5. n=18, s=16, l=8, n=6, others=12; 6. n=4, s=17, l=15, n=8, others=12; 7. n=7, s=20, l=5, n=9, others=15; 8. n=1; 9. n=6, l=1; 10. n=2, l=2.

Chart G

into play a variety of resources and aid tailored to meet the specific needs. It is important to note, also, that their programs have generally evolved without creating new structures or functions. Expansion, refinement, redefinition - these terms seem to be more appropriate descriptions of how they have emerged.

(3) Understanding of dissemination/school improvement concepts is generally high among chiefs and some key assistants, but this is not true in most part for state board of education members and other professionals in SEAs. This understanding is vital, and the high number of changeovers of chiefs, with the inevitable reorganization, makes it difficult to create a stable atmosphere in which school improvement activities can be generated.

(4) Those programs that have been more successful in gaining widespread support, both financial and administrative, and in surviving changes at both the state and federal level tend to be the ones that have moved away from the narrow, one-way flow of information concept of dissemination to a more comprehensive school improvement program based on problem solving at the local level as a basic tenet. Those programs that have been placed in administrative units generally have more coordinated, comprehensive systems, whereas those placed in service units tend to emphasize more the delivery of specific services to clients. The latter also tend to be more firmly installed as an ongoing function of the SEA.[2]

(5) The wide variety of sources of funding for dissemination programs can be both a positive and negative factor. Negatively, having to depend on decisions as to "whether and how much" from several benefactors makes long-ranged planning difficult. Positively, however, the sudden loss of a funding source if it is only one of several is not as devastating. (So many of the

factors influencing the existence of school improvement efforts, but especially funding, will be determined by the approach states take in administering the new consolidated federal program. As this survey was completed before the recent turn of events in Washington and in state capitols, one can only speculate as to the influence they will have.)

(6) States have taken advantage of a wide variety of programs to help them improve their dissemination programs. Of special importance have been the NIE-funded dissemination capacity building and Regional Exchange programs. Also important has been the flexibility allowed in rules and guidelines for the capacity building and National Diffusion Network programs, allowing states to design initiatives to fit their own needs and organizational restrictions. [2]

CONCLUSION

State departments of education can and must continue to increase their capacity to help schools improve. Constitutionally and/or statutorially, states are responsiblt for public education in this country, and therefore have inherited a significant service role as well as assuring equality and maintaining standards through regulation. What, then, are the important questions that chief state school officers and their staffs should ask as they work to enhance this service orientation?

First questions should center around information: What kinds of information do teachers and administrators need? In what formats? What kind of assistance is needed to use the information, including preparing practitioners to be capable of experiencing drastic changes in their teaching and managing styles. What roles do colleges of education play in preparing change-oriented teachers?

Secondly, as money shrinks and formal linkages disappear, what are the new, informal links to the field that must be discovered and cultivated? What role should professional organizations, parent groups, other government agencies, and the rapidly expanding networks, both formal and informal, play in the school improvement process? What effects will this more loosely organized approach to assistance have on the organizational structure of the SEA?

And thirdly, what is the new leadership role the school improvement staff of an SEA must assume if public education is to improve, change, and meet the challenges of the future? What skills, resources, and contacts are needed in order to be effective in this new role?

Chief state school officers are facing these tough questions today. They are facing the new realities of less money, more responsibility, new technology, shifting populations, changes in the character and requirements of students, and the demands for quality instruction in the classroom from the public.

Effective, well organized, and responsive school improvement programs will play a key role in how these questions are answered. What has been learned in the last decade will influence the actions of chiefs and their staffs as departments of education search for the means to provide a quality education, but they must be encouraged to focus their attention on those lessons and apply them. Helping them with that focusing and applying will be a key responsibility of school improvement practitioners, a role that must be played out well if SEAs are to continue to perform vital service functions.

REFERENCES

1. Dissemination in Relation to Elementary and Secondary Education: Final Report of the Dissemination Analysis Group to the Dissemination Policy Council. Washington, D. C., January 1, 1977.

2. Final Report: Building Capacity for Improvement of Education. NTS Research Corporation, Durham, North Carolina, April 1981.

3. Ibid.

WHAT SIX RECENT STUDIES SAY

about school improvement programs in

STATE DEPARTMENTS OF EDUCATION

Council of Chief State School Officers

Dissemination Management Project

Patrick Martin, Project Director

March 1981

Dissemination for school improvement activities in state departments of education have made significant advancements during the last 12 years. They have developed to the point that in most states they are having a dramatic influence on bringing about change in classroom and administrative programs in schools and in SEAs.

The community of individuals who have in the past and are now influencing the development of school improvement programs exhibit a wide variety of backgrounds and skills. They are generally effective and innovative change agents who work closely together and systematically share ideas and information.

This paper will attempt to pinpoint the general characteristics of those school improvement programs and the people who staff them. It will decribe those factors that have been most significant as this work has progressed, and will also summarize the issues and concerns that now should be dealt with if continued progress is to be made.

SOURCES OF INFORMATION

The CCSSO Dissemination Management Project staff has looked carefully at several studies and reports in order to pull together the most relevant facts available for chief state school officers to consider. Basically, those sources are:

(1) The NTS Evaluation of the NIE-funded Dissemination Capacity Building Program;

(2) The Abt Associates Evaluation of the R&D Utilization Project, also NIE-funded;

(3) The Network Study of Dissemination Efforts Supporting School Improvement (underway), funded by the Department of Education;

(4) An early study of the National Diffusion Network, conducted principally by John Emrick and Susan Peterson;

(5) The Stephens Associates Study of Education Services Agencies;

(6) The Dissemination Survey, conducted by the CCSSO dissemination staff.

GENERAL CHARACTERISTICS OF SEA DISSEMINATION/SCHOOL IMPROVEMENT PROGRAMS

The following are general characteristics of programs for school improvement in state departments of education. Because SEAs vary so markedly in size, structure, governance, and orientation, these characteristics cannot be found in all. They are however, the ones that appear often enough to be considered the most significant.

(a) Almost all SEAs provide general information services to teachers and administrators in local schools (#6, 48 states/ESJs). Generally, those information services include:

—access to ERIC and a variety of other computerized data bases;

—descriptions of classroom and management programs, usually nationally validated;

—to some extent, information about human resources, promising practices, and other more specialized resources.

(b) Most SEAs provide assistance to states in interpreting and using information, either through SEA-based consultants, intermediate units, or in other ways.

(c) Most SEAs (#6, 30 states/ESJs) house the National Diffusion Network project, providing access to and assistance in adopting nationally validated programs.

(d) Twenty-three states/ESJs include public information as part of the dissemination/school improvement program.

(d) Chiefs, deputies, and division/department heads generally understand dissemination concepts, but that understanding decreases dramatically with state board members.

(e) Only seven states/ESJs (#6) have a state board policy covering the dissemination function in the SEA.

(f) There is a high degree of understanding of and coordination with the dissemination program by the large, federally funded programs (Title IV C, Title I, special education, vocational education), but little with most other curriculum and administration programs in the SEA.

(g) Funds for school improvement services come most often from Title IV C, state sources, and Title I, with NDN and capacity building funds providing targeted financial assistance.

(h) Most school improvement programs have been developed without creating new structures and/or functions. They have emerged by coordinating existing activities, which increases access, efficiency, and cost effectiveness.

(i) SEAs that place school improvement programs in administrative units generally have more coordinated, comprehensive systems, whereas those programs placed in service units tend to emphasize more the delivery of specific services to clients (#1). The latter also tend to be more firmly installed as an ongoing function of the SEA.

(j) In many instances, lack of coordination and centralization of functions can be traced to fragmentation of school improvement policies and guidelines at the federal level.

(k) Intermediate units are an essential part of the school improvement program in many states (#6, 28) and are an effective method of delivering services to school.

(l) It takes at least seven years to develop, refine, and institutionalize a comprehensive school improvement program.

FACTORS THAT SIGNIFICANTLY INFLUENCE THE SUCCESS OF AN SEA SCHOOL IMPROVEMENT PROGRAM

Three of the studies (#1,2,6) have provided important insight into what determines success or failure for an SEA school improvement effort. Some of those factors are described next.

(a) Understanding of and support for the school improvement effort by the chief state school officers are vital.

(b) An entrepreneurial leader for the effort provides "clout" and continuity, and the loss of that leader can endanger the program (#1).

(c) Efforts that are tailored to fit the administrative and operational structure of an individual SEA generally are more successful. (Luckily, both the capacity building program and the NDN have provided for that flexibility, obviously a factor in their success.)

(d) SEAs that have moved away from the narrow, one-way flow of information concept of dissemination to a more comprehensive school improvement program based on problem solving at the local level as a basic tenet have been more successful in gaining support and becoming an ongoing activity.

(e) Providing easy access to resources and assistance is vital. "Linkers" at the state, intermediate, and local level need training, time, and authority in order to be effective.

(f) Flexibility in federal guidelines, yet close coordination among federal programs to reduce fragmentation, duplication, and conflicting direction, are necessary if states are to develop comprehensive programs.

(g) State programs can increase their effectiveness if they take advantage of sources of assistance for staff development, resources, and sharing, such as the NIE-funded Regional Exchange project.

The findings in these studies and in the CCSSO survey have broad implications for the future development of school improvement programs. Chief State School Officers are a key group in determining which direction this effort will take in the next several years. Specifically, these issues need to be addressed by chiefs:

(a) What services are needed, especially from the Department of Education, by SEAs at this point so that state programs can continue to develop;

(b) How should those services be delivered;

(c) What new technology is needed, and where should the impetus come from to encourage the development of that technology;

(d) How can states and the Department of Education work together to reduce discrepencies between the special purpose dissemination programs described in most federal legislation and the general purpose programs being built at the state level;

(e) How can chiefs more effectively use their school improvement programs to enhance their leadership role;

(f) How can SEAs, in a time of austerity and changing priorities, find funds to continue the work underway in school improvement programs?

The studies discussed here and many others prove conclusively that SEA-level school improvement efforts are having a positive effect on what happens in the classroom. We are at a time when decisions need to be made about what steps should be taken to continue this work. Chief State School Officers now have the opportunity to influence that thinking. It is vital that they take advantage of this opportunity.

NOTE: The following document is a transcription of a seminar at which several people presented information rather extemporaneously. Although it has been carefully edited, no attempt has been made to remove its "conversational" tone. Readers are asked to keep this in mind as they study this material.

THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS
and THE NATIONAL INSTITUTE OF EDUCATION,
DISSEMINATION FOR IMPROVEMENT OF PRACTICE

Implications for State Departments of Education in Recent and Ongoing Major Dissemination Studies

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9:00	Welcome and purpose of seminar William Pierce, Executive Director, CCSSO Ed Ellis, Assistant Director, Regional Program, DIP Michael Kane, Assistant Director, Research and Educational Practice, DIP
9:30	Overview and format Barbara Lieb-Brilhart, NIE Patrick Martin, CCSSO
10:00	NTS Study of State Dissemination Capacity Building Program Doren Madey, Gene Royster, NTS
10:45	Break
11:00	Abt Associates Evaluation of the R&D Utilization Project Karen Seashore Louis, Abt Associates
11:45	The Network Dissemination Study David Crandall, Charles Thompson, The Network
12:30	Lunch (buffet to be brought in)
1:15	An Early Study of the National Diffusion Network John Emrick
2:30	A Study of Education Service Agencies Roles and Functions Robert Stephens
3:15	Break
3:30	The Presenters React to Each Other Madey, Royster, Louis, Crandall, Thompson, Emrick, Stephens
4:00	Planning Committee Members and Program Participants Question the Presenters John Egermeier, Milt Goldberg, Sandra Orletsky, Carol Reisinger (Consultant)
4:45	Adjourn

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263 Hall of the States, 400 N. Capitol St., NW

Wednesday, November 12, 1980

PART ONE: WELCOME AND OVERVIEW

WILLIAM F. PIERCE, EXECUTIVE DIRECTOR, CCSSO

As you know, the Council submitted an unsolicited proposal to NIE shortly after I joined the organization. I had concern after watching what had been going on from both the state and federal perspective that the role of the states in the whole issue of dissemination was not clear--that at best it was spotty. It was time for us to take a systematic and formalized look at that and to focus the chiefs' attention on the whole question of dissemination much more than they had. One of the strategies of the project is to hold a series of regional meetings in cooperation with the regional exchange projects to force the chiefs to take a look at the whole issue of dissemination--to come up with a series of recommendations about what it is, from their point of view, that states should be doing on the whole issue of dissemination. Part of all of that is to take a look at the data and the studies. There are five studies being reported here today that have implications for us and that will help the planning committee as we move toward those regional conferences. Therefore, we think this is a very significant seminar and are looking forward to the results of it helping us carry out our responsibilities.

I want to take a moment longer to publicly thank Ed Ellis and Barbara Lieb-Brilhart for the support, encouragement and cooperation that we've gotten from the people in NIE and the people responsible for this project. If we entered into all of our contractural activities with other parts of government in the same spirit of cooperation that we've found with Ed and Barbara, we would all be better off and our lives would be much easier.

We thank you for coming, and we're looking forward to a very profitable and very productive day that will lead to, we hope, significant things happening both in our project and in your work.

ED ELLIS, ASSISTANT DIRECTOR, REGIONAL PROGRAM, NIE

Let me respond by saying that we too are grateful for the collaborative relationship that has grown over time and the opportunity to work with you and your staff as closely as we've been doing. We find it has been a tremendous asset to us.

I want to try to put several things in perspective. If you had to look at where we are today in the conceptualization of dissemination in Regional Program, it really is a snapshot in time when a lot of things have come together and now can be made very visable. I want to emphasize, and I think Mike will also, that it is a part of a continuing effort. It's like holding an object up and looking at it from nine different directions and never really seeing the total of it. Every one of these studies, along with a great many others, gives us insights into the way states and locals operate. We're learning a great deal from this information--how we can put it together, how we can be mutually supportive of each other to achieve common purposes. We don't have all of the necessary actors yet. We are beginning to move out and have a much more meaningful contact with others in the the Department of Education than we have had up to this time to be able to facilitate the mutual working together. I am especially grateful--and I know I will miss someone in this, but that's okay--to Lee Wickline, Helen McArthur, and Al White, who are here today. They are helping us with a number of areas of coordination across several of the programs within the department. Lee's program in NDN and Al's program in state technical assistance obviously are components of the things that we have to work with, and we're delighted that they would take the time to come and share with us as we begin to talk about how to put all of this together.

We are at a very crucial point, as far as I'm concerned, in education in the country--in research and development, in federal expenditure, and in a great many of the areas in which we all work. We have a lot of information today, but we don't really understand the real meaning of all of it. That's one of the purposes of our being here today. Another part of all of this that some of us are totally committed to is called craft knowledge, or experience based knowledge. Into all of this you have to put the minds of the practitioners. I am delighted that this series of meetings is coming up where we're going to have chief state school officers and their top staffs take a look at what all of us have been talking about. It's like we in our great wisdom in Regional Programs did for so many years. We sat around telling others what teachers had to say, until one day we had a meeting and had a teacher there. She sat there for about a day and a half before she said, "How about you listening to me and let me tell you what a teacher really thinks." That basically is what this is all about--getting all of the information that the research and development community can bring together, lay it before the chiefs, and ask them, from their perspective, where this thing called dissemination should go from here.

We have to be careful about one or two things, because the information we're dealing with is certainly going to be used in Regional Program planning. As Bill says, and I emphasize, this project is the result of an unsolicited proposal. Therefore, we do not direct it; we assist. At the same time, we can use the information from it as a direct input into our planning processes. I am emphasizing in this meeting from my perspective, and Pat and I have talked about this in some detail, that this meeting be kept very much state-oriented.

We're delighted that you can be here to share this with us. I ask two or three things from you. One, that you cooperate with Pat and Bill in their agenda. On the other side, we have a number of people from exchanges, labs, states, other organizations. We ask you to enter into dialogue with us, and when you go home and have thoughts about these things, please let us know. If it is information that we need as we continue our planning for Regional Programs, get that to Barbara or me. If it is something that should become part of the agenda for the chiefs' regional meetings, get that information to Pat and Bill. Things will happen very rapidly now. Our agenda setting for 1982 is before us now, so let us know your feelings about where we should go. We appreciate your cooperation and the opportunity to work with you.

MICHAEL KANE, ASSISTANT DIRECTOR, RESEARCH AND EDUCATION PRACTICE PROGRAM, NIE

Ed and Bill have welcomed you here. I feel that should not be my role. Bill's organization is sponsoring the event, Ed's resources are making it possible, and I'm here to say welcome? I'd rather say thank you. I think thank you is more appropriate.

Just as those of us concerned with dissemination in education often wonder how we can help practioners use the information that we've produced through our research or through exemplary practice, those of us doing research on dissemination often wonder how we can encourage the use of that information. I think an event like today goes a long way in achieving that goal.

I'm here because I'm responsible for a program called the Research and Educational Practice Program, which is the research arm of Dissemination and the Improvement of Practice program at NIE. Two of the studies that you will be talking about today are sponsored by our program. Ed has encouraged me to talk a little about that program.

There are some people in the audience that may know it very well, but there are others that may not be aware of the work we do. Let me say simply that the Research and Educational Practice unit is responsible for generating research information and to feed dissemination planning at federal, local, intermediate and state levels. It's easier perhaps for us to communicate that information at the federal level. We really welcome the opportunity to have some research studies that we have sponsored take part in the seminar that you are putting on today. Particularly we welcome the whole orientation of the Council's approach to this project, in terms of looking at the data. As Bill said, he expects this to be a significant seminar; I agree with that. The potential of thinking about where we go in the future in dissemination can be greatly enhanced by looking at where we've been.

The message that I'd like to communicate to those of you who are listening to these presentations today is to urge you to look across these studies. No one of these studies looks at the entire picture of where we've been in dissemination over the past 10 or 15 years. Taken together they are a fair representation of the studies and the research that we have available. They are not the sum total, but they are a fair representation. We can learn from them and perhaps use them to enhance the chiefs' meetings--and thereby the chiefs' thinking about future possibilities.

The state capacity building study looks at dissemination in state agencies; the Network study and the RDU study look very much at what happens in states and local schools as they use the kinds of facilities and resources that state departments and other organizations have brought to them. Neither one of those studies tells the whole picture. It wasn't their intent; they can't do it, and we don't have the research technology or the resources to design that kind of research. But we have now developed--through the efforts of people in the Research and Educational Practice Program and in the Office of Education who have been sponsoring evaluation studies on dissemination programs--a fair body of literature, and that literature has something to say about how we can do better what it is we are all trying to do, and how we can use dissemination as a tool to serve school improvement efforts in this country. I encourage you not to focus on individual studies, but to listen across them and try to synthesize what they are saying. That is where the meat is today.

BARBARA LIEB-BRILHART, PROGRAM MONITOR, NIE

I want to underscore the very good collaborative relationship that I think we have between the Regional Program and the Council. The goals of this project came at a time when Regional Program was committed to basing its long range planning on findings that were coming out of major dissemination studies, and so we now have a project that is attempting to identify which of those findings pertain to state education agencies. The goals of Regional Program planning and the goals of the Council at the moment are very similar. It has been a very good relationship. I think to focus on this project and to attempt to come up with recommendations will be very meaningful in our future planning. As the states develop their school improvement programs, and NIE gets more heavily involved in planning, both are becoming more and more committed to looking at knowledge utilization for school improvement purposes. We are getting a convergence in a lot of the major programs that were looking at. Today we want to keep that focus on dissemination, or knowledge utilization, for school improvement purposes, particularly as this focuses on implications for state education agencies. In a minute Pat will explain the overall focus of the project, how today's session fits specifically into that, and your role as participants and observers in this session.

I want to say a word about the studies and the programs that we're reporting on today and why we've selected these five in particular. First of all, these are the major five programs that have enjoyed federal funding over the past decade, and all five of them are national in scope. All five taken together, as Mike indicated, represent a variety of strategies, a variety of kinds of insights in which knowledge utilization or dissemination strategies took place. You will hear about findings that resulted from activities at several levels--the local level, state level, regional level, and national level. All of them have strong implications for SEA planning for future dissemination strategies. And last, but not very trivial, is that taken together they represent millions of dollars of federal monies that were put into attempts to try out dissemination strategies. We ought to be looking at what we found as we tried those strategies, particularly here at the state education agency viewpoint.

PATRICK MARTIN, DIRECTOR, DISSEMINATION PROJECT, CCSSO

I'd like to take a few minutes to explain how this particular activity fits into the broader scheme of our project. We think it's a very important first step toward letting the chief state school officers express some opinions and make some recommendations about how they think things should go in the future in dissemination and what kinds of assistance they need in order to continue to build their program at the state level.

This activity is a good example of the kind of collaborative efforts we've had with not only the people at NIE but folks all over the country. This particular activity was not in the proposal, was not in the scope of work that we originally designed. We simply went to NIE and said, "Don't we need to start by listening to those people who have done those studies?" They agreed that not only do we need to do that, but they could use that kind of activity also, and so we added this to the scope of work. Because of that we're able to have you folks here today to talk to us.

Let me explain the other events that will occur following this and what we will be moving toward by the end of the two year study. A planning committee is being formed that will work with us in the Council to prepare the agenda for regional meetings of the chief state school officers in the spring. We'll have five regional meetings, co-sponsored by the Council and the Regional Exchange projects around the country. Chief state school officers and their top dissemination people, including deputies who have responsibilities for dissemination, will be invited to those meetings. The planning committee will work with us in planning the agenda, identifying the kinds of information those people will be looking at, and helping us determine exactly how those meetings should run. The planning committee will be composed of about eight or nine folks representing NIE, other parts of the Department of Education, the regional labs, state departments of education, and they will meet probably three times between now and next summer. The first meeting will be held in early December. We will take the information that is given to us today, adding to that information from a survey we have done of chief state school officers.

We have had good responses to that survey. Almost all of them are in, and we hope to have 100 percent response. We will also take a look at some additional information that we can identify that we think has special significance to the chiefs. The planning committee will then plan an agenda for chief state school officers and dissemination folks that will allow them to take a look at where we are, how we got there, what programs have been significant, what new programs need to be considered, what approaches need to be taken in order to continue to develop effective school improvement programs

at the state department of education level. At those meetings next spring the chiefs will have a chance to look at that information and help us identify those concerns--those issues--that are the most significant as far as the states are concerned. The planning committee will meet again following the five regional meetings. It will take a look at the results of those five separate meetings and determine what kinds of information seem to have been significant in all of the meetings and need some serious discussions by the chiefs as far as recommendations to NIE are concerned. Next summer, depending on what happens in the Department of Education in the next several months, we will talk to chiefs about what happended in those regional meetings and get their directions about which issues--which concerns--they would like to see recommendations developed on to be made by the Council to DE. Following that, we will then develop the recommendations, submit them to the Council Board at their meeting next August, and then to the full Council for their consideration at the meeting in November 1981. The recommendations that they approve at that meeting in 1981 will be submitted to DE and NIE for their consideration.

This particular activity is the first step toward reaching that goal. The prime audience for what's being said today is the planning committee that will be working to design the regional meetings. Therefore, we will structure the meeting rather tightly. John Egermeier, Milt Goldberg, Sandra Orletsky, and Carol Reisinger will question the presenters toward the end of the day and try to draw the major issues together and help us focus in on the things that have been talked about. We will limit the questioning to these people. This meeting is vital in helping the Chiefs to identify what needs to be done in the future and what needs to be recommended to DE.

PART TWO: PRESENTATION OF THE FINDINGS OF EVALUATIONS AND STUDIES

1. NTS Evaluation of the NIE Dissemination Capacity Building Program

DOREN MADEY

In 1975 NIE established a program which provides SEAs with grants that help design, implement and institutionalize SEA dissemination systems. Our study focused on one component of that program, the capacity building program. According to that program, SEA dissemination systems were to be comprised of four components: a resource base to make information accessable to clients; a linkage component to get resources to the clients; a coordination component to gain cooperation of different programs; and, as the grant period ends, SEAs were to incorporate their project activities into the ongoing school improvement framework. The whole purpose of providing SEAs with capacity building grants was to build and improve SEA dissemintion capacity in order to improve school practice and increase educational equity. We have major findings to discuss with you for resource base, linkage or linkers, coordination, institutionalization, improvement of practice, and enhancement of equity.

We have been studying this program for four years, and we have looked at what resources SEAs had in place prior to the capacity building grants; that was pre-capacity building grant award. We found that most SEAs had some national files, particularly ERIC, some products (SEA, NDN, Right to Read, lab and center products), validated programs (primarily federal and state), some local products, very few promising practices (those that had not been validated), and similarily less than 20 percent had human resource files at either the SEA or ISA level. We looked again to see what capacity building projects had in their resource bases in 1979, after states had been participating in the program for three or four years.

Most SEAs had a lot of national files and a good array of products. Increases tended to be in validated programs, but less so with promising practices and human resources. The general patterns stayed the same with increases in national files and products, validated programs, but less with promising practices and human resources. With respect to resource base, we found that states substantially increased the variety of knowledge resource bases that could be accessed through the SEA dissemination unit, and resource base development has been primarily expanded in the avenues of promising practices and other state and local information files. Most states place their reliance on validated programs with less emphasis on information gained from non-validated programs and human resources.

GENE ROYSTER

With regard to the development of resource bases, one of the weakest areas it seems is in the development of promising practices, local files, and human resource files. It depends on what the goal of the state happens to be, but if one assumes that national files generally already existed before the program came along, then one can ask the question about what is the best use of grant or state money in the development of the resource bases. Perhaps it should be in the area of developing those areas that are more difficult for state or local agencies to develop by themselves, i.e., promising practices. One might envision, in terms of promising practices, that this might be a source of information for school improvement that would be of particular interest to a teacher or local educator. An idea would be available to them that is easy to install, rather than an entire validated program. Therfore, one of our recommendations is that states should consider the use of resources to develop those areas that are most difficult to develop. The other look at the resources is to ask if there are not already national files existing within states which are not really being utilized by the dissemination unit. For instance, is the dissemination unit really tapping the host of material that might be available within the state library, or within some of the institutions of higher education? One of the things that we found in some of the states that we visited was that the relationship between many states and the institutions of higher education is not a very strong one, and that, of course, is a rich resource for the development of a resource base. Therefore, this reinforces our notion that in the use of scarce resources, the money perhaps should be targeted to particular aspects of the development of the resource base.

One other note in regard to resource bases is the question of the operation of the base. We have found that in some states, clients can directly access the resource base, but in some states the client must go through a linker in order to access the staff. This has implications for turn-around time, i.e., for getting the information once requested. Again it depends upon the state, but it does have an impact upon the vitality of the information and getting the information back to the client. The final point is the whole question about turn-around time being important. In some states it takes two to three to four weeks between submitting requests and getting the information back. In other states it takes two to three days, so that turn-around time requirements seem to be important in terms of designing that resource base.

MADEY

A second area at which we looked was coordination, or gaining cooperation with different programs within the SEA in order to more effectively deliver services for school improvement. We found that coordination of resources in the SEA has been improved: however, most of the improvement has occurred between the project and generic

programs like NDN, SEA resource bases, and Title IVC. In other dissemination programs, less coordination has been achieved between the project and content specific programs, like vocational education and handicapped education. As an example of the kind of coordination that has been achieved with NDN, we would like to share our examination of structural and functional relationships of the capacity building projects and NDN with you. We looked at three kinds of structural relationships: where the capacity building projects and NDN were housed in the SEA and managed by the same persons; where they housed in the SEA but managed by different individuals and reported either to the same or different deputies; and when the capacity building project was in the SEA but the NDN project was outside the SEA.

We also looked at the functional relationships--did the capacity building projects work with the NDN project. Of the 25, five projects reported that they were managed by the same person in SEA and all of those had structural relationships with NDN for 100 percent. In the middle category where two projects were in the SEA but reported to same or different heads, only 89 percent of the projects had functional relationships. When the capacity building project was in the SEA and NDN was outside only 4, or 36 percent, reported relationships. So that is an example of the kinds of coordination we found with other programs. In general, we found that in coordinating various activites needed for local educators to use the system for school improvement, SEAs have tended to build on existing structures. If they have education services agencies or another form intermediate unit, they are likely to involve those units in designing or implementing their system for school improvement.

ROYSTER

The problem of coordination is one that we can argue long and loudly about. As Doren has pointed out, the relationships between the dissemination unit and generic programs seems to be fairly close. There are other content specific programs which also have a dissemination component. The question is, if one is to provide a generalizable resource base, then certainly some kind of coordination or cooperation needs to be obtained within the state. This is one of the areas in which we found a wide variance among the states. Frankly, vocational education sticks out as a prime example, and that has to raise the question as to why it is different from anything else. The reason is that in most states we find that is the most difficult program with which to gain cooperation, even though it has a fairly large dissemination component. The point is that states are doing a pretty good job in establishing coordinated or cooperative relationships with many programs. One of the problems is the fact that many of the federal programs have their own dissemination components and their own dissemination charge. Therefore, one of our recommendations is the federal people get their acts more together. The states in many ways have developed better coordination than the Department of Education has.

Leadership plays a very important part in coordination, as does the placement of the dissemination project within the state structure. In particular, we found that where the project is placed in an administrative unit as opposed to being in a research or evaluation unit, or within a service oriented unit, it tends to enchance the cooperation and resource base development. Therefore, to sum up, we are not recommending necessarily that a state should place its dissemination unit within an administrative agency, but we have found that other things have been enhanced when you place within a service unit. As an implication, one might want to consider where that unit might best be placed in terms of having clout--having the backing of the CSSO, of being able to make the entrees to the various turfs that are held by different programs.

MADEY

In most instances, SEAs have identified linkers as people who are already involved in the school improvement process and have built their delivery system that way. We categorize three linkage patterns: tightly coupled, or SEA controlled, where the dissemination unit head, the resource base, and the linkers were all managed by the same unit, and tightly. All knew what the other was doing so the information could get to the clients. We found a pattern which we called loosely coupled, or SEA coordinated, where the resourse base was located in the SEA but the project's primary linkers were located in an intermediate unit. They had formal relationships between the resource base and the linkers--perhaps the SEA project director was on the board--but there was a little more independence between the two parts of an SEA dissemination system. The third pattern we called non-coupled, where the linkers were external to the SEA's resource base. Here there were probably informal connections between the resource base and the linkers; the linkers could be located in intermediate units, but the project director would not have any control or less interaction with those people.

ROYSTER

One of the problems or implications this has for planning is precisely this notion of coupling and the degree to which the linkers and the resource base tend to work together, including how a linker is defined. Linkers are defined differently, and they vary in number. We have found from 5 to 1,000 linkers in states. The question is what are they doing and the relationship between the resource base, the linkers, and the client. This entire problem relates to another problem coming up later on, and that is the question of the involvement of a dissemination system in the school improvement process. This is a mycrocosm of that--the involvement of the various elements of that dissemination configuration and how the components are tied together. This is something that by design was allowed for in the collaborative effort between NIE and the states. The states were encouraged to design a system that met their particular needs, so much of this depends upon how the state defines the school improvement process and what the state defines as the SEA's role in that process.

We have different degrees in which the various elements of the school improvement process and the dissemination configuration work together; here we have different degrees to which the linkers and resource base work together to assist the clients. The implications in our recommendations are that we believe we need a better definition--a clearer definition--of what and who linkers are, what they do and how are they relate to the dissemination configuration and the resource base. We are not saying any particular way is the better way; we feel now that it must be clear, and that each state should define the relationships which are to exist among these various elements of the dissemination configuration.

MADEY

We also looked at institutionalization, or efforts by projects to incorporate the project's activities and functions into the ongoing SEA operations, especially school improvement efforts. We found that most states in the program evidenced movement toward institutionalizing their dissemination capacity, but it is still too soon in that process to determine if the dissemination system will indeed become an ongoing part of SEA program service offerings. During our last wave of data collection, all the projects were still receiving money from NIE; about nine of the projects were in their final year of funding. People have argued that watching projects go through passages and cycles

and surviving changes in leadership and funding is an indication of true institutionalization. It is too soon to tell, but there appears to be movement towards institutionalization. We looked at the activities found in those states that were moving towards institutionalization and found such things as encouraging agency wide planning for dissemination, making dissemination an SEA goal, getting funding, establishing agency wide budgeting, planning, tying activities to state board goals, getting the chief's support, becoming an annual report topic, and finally influencing legislative action. Those were activities that SEAs that appear to be institutionalizing had.

We also looked at the kinds of activities that projects were likely to go through as they started to get a system going. Here there is creating awareness of available services, increasing demand, getting involved with the key SEA planners, stimulating long range planning and marketing, and selling the project to the SEA in general. These are the kinds of activities that we found projects engaging in early in their development. The other approaches reviewed the actions and activities that we found as projects finished their funding. We found two things that are primarily important in getting a project going and keeping the dissemination function going. In the early stages an entrepreneural leader--a project director or manager--to sell the services to the people in the SEA and gain support and cooperation from other programs, stimulate client demand, and create a need for the services is vital. We also found that the support of the CSSO was critical in both building and institutionalizing SEA dissemination systems.

Other factors influenced building and institutionalizing capacity. Previous experience in other dissemination activities was helpful but not a vital factor in institutionalization. As Gene said earlier, placement in a service unit appears to assist in both the delivery of services and the institutionalization of the system, whereas placement in an administrative unit was useful in gaining cooperation and working on coordination and comprehensiveness. We also noticed that some projects might start in an administrative unit and then move to a service unit as they became institutionalized, thereby getting the benefits of both. We found that initial stratgies of targeting clients enchanced the development of coordination and comprehensiveness, but in order to become institutionalized, projects needed to serve all clients, or become generalized. Wealso recognize that stringent state government budgets and inevitable changes in leadership affected the dissemination system, generally in negative ways which were beyond the control of the project staff.

ROYSTER

Implications for planning may be drawn from some of those conclusions. It may be helpful to target a client group, but it is not clear to us which client group should be targeted. Politically it may be more astute to target some of the administration at the SEA level, rather than teachers; we don't know. It is certain that the targeting approach helps to develop a base initially. Whether at the SEA level, helping the contact people at the IEA level, directly targeting a particular group of teachers or local administrators--we are not quite sure which strategy might work the best. We feel fairly confident that this is a strategy that helps to develop a base of support for movement eventually on to other groups. It also shows the SEA that dissemination does do something. Dissemination often in the eyes of a CSSO or some of the administrators at the SEA level is almost a nasty word; we almost want to call it something else. When a state capacity building project targeted clients, then it was showing that it did indeed have a place within the education community. Targeting is a good idea.

The ability to enhance coordination of the groups is certainly one of those things that would help institutionalize. It is really just too early to tell right now whether or not the states that we feel are well on the way to being institutionalized are going to make it, because leadership changes, not only of the project but of the CSSO. Then certain priorities change, so the question is how does one get dissemination in the SEA system seen as a viable, important component of educational improvement. The other finding and implication is the question of funding, which is a very important question to everyone. The implications that we draw from our findings are that it is not necessary that state funds only be used. This might be somewhat upsetting to the federal government, but certainly the creative use of other federal funds can help to maintain the dissemination configuration. Indeed, through the use of other federal funds, you get a wider base of support and a more secure financial base. Texas, for example, is an international conglomerate when it comes to the dissemination project. Pat not only directed the state capacity building project but also worked closely with Title IV C and was the state facilitator in the NDN. So there are ways other than assuming that one is going to have to find pure state support to maintain and keep the dissemination system going once the capacity building funds run out. This is one problem that requires some creative solutions.

Two questions relate to the two overriding goals that were stated by the capacity building program--enhancement of educational equity and enhancement of school improvement. We have found and concluded that, with regard to educational equity, there are few states making a concerted effort to enhance educational equity through the dissemination system. There are many possible reasons for this. One may be that the approaches were not well defined in that collaborative effort between NIE and the states. The states perhaps need more assistance or more guidance. If it is one of the goals to enchance educational equity, then we found that more needs to be done. We have found that there are two or three general approaches. One of these is that states assume the fulfillment of the equity goal by providing equal access to the resource base and/or to the linkers. States are then saying that they have a general body of knowledge, and whoever wants to use it can, and it is here for all of us. Another way is to focus on particular target populations--minorities, handicapped, etc.--and to use the dissemination project to develop packages which are focused toward particular areas, i.e., how can a particular teacher become acquainted with laws of the handicapped and what can a teacher do to improve the education of the handicapped. The dissemination system can become proactive and target topics, develop materials. In this way, then, through topics that are important to the teachers and the educational system, through providing listings of promising practices, programs prepare instead of always reacting. In our estimation, promising practices are as significant as validated programs for the teachers of minority children, handicapped children, etc. Also the dissemination system can provide human resources for people who need assistance. It can also target people, the opposite of targeting topics. It could target the teacher, target specific minority groups, or special populations. We find all are being used within the states we have studied. Our general conclusion is, however, that there is much more to be done.

The next topic is the question of the involvement of the dissemination system with the ongoing school improvement efforts. This is so complex; I want to paint a broad picture of what we feel to be significant kinds of implications. You can have a dissemination system or configuration which melds with the ongoing school improvement efforts to deliver services as part of that ongoing system to schools, teachers etc. You can also have a system where dissemination is somewhat removed and acts as a kind of service unit to the ongoing school improvement efforts.

ROYSTER

In this case it would be that the dissemination unit would be primarily providing information and other kinds of services and not involved in the implementation process. The dissemination function then could be somewhat removed, or not completely integrated into the ongoing school improvement process. The final way that you can look at the dissemination-school improvement process is when the dissemination project/configuration is completely removed from the ongoing school improvement process. We have found all of these, and have simply attempted to characterize a fairly complicated situation. But we have found all three. Another way of looking at it is to say that the dissemination component can complement the ongoing school improvement process, or in the case of the third type can really be a compensation for a school improvement process. We have found, and I think the overall indication is, that in many states that is the relationship between the dissemination unit set up by the capacity building projects and the ongoing school improvement projects. The relationship is not clear to the dissemination unit, to the other parts of the SEA, and perhaps it is not clear to the CSSO. We believe this is critical and crucial and the implications, of course, for school improvement, for the dissemination function, rests so much with what is done in this regard. To what extent is it, by design, kept outside of the school improvement process; to what extent, by design, is it made a part of the school improvement process? From that you start asking questions such as who are the linkers, what are they doing, and who's doing the school improvement process, who's getting the information. This seems to us to be the critical element that we have found not to be clear within the states that we have studied. It is one of those things which should be of tremendous concern in the planning that the CSSOs should be about. It hits at the critical note of dissemination and the CSSO and their commitment to the program.

MADEY

So far we have presented our findings in major areas. Our major finding, of course, is that the primary effect sought from the program--increased capacity of SEAs for dissemination--is being achieved. We have shown you evidence--expanded resource bases in SEAs, expanded linkages with clients (although they be of several varities), and increased leadership for the dissemination function in the SEA. We have seen indications of improved coodination or cooperation with other SEA programs, and we have presented some evidence of movement towards institutionalization of the dissemination function. We also have some major recommendations or implications for future federal support of SEA dissemination capacity. These aren't all of our recommendations; they are included in the briefing paper, but we wanted to reiterate these three. It's important to remember that they are presented within the context of change and uncertainties at both federal and state levels. First, we believe that there should be increased clarity of priority goals. We have addressed some of the problems that we have found with equity, coordination, and delivery of service to clients. We believe there should be clearer conceptualization and guidelines for the way states can use dissemination resources to facilitate educational improvement and enchance equity. We think it would be good to provide examples of how states like Texas have gone about taking their dissemination money and putting it in a line item budget for all of the dissemination activities in one office. Those kinds of increased clarity would be useful to all states. Second, we commend NIE and recommend continued flexibility for SEAs to select a means appropriate to their individual context. NIE recognizes that all states are different: some have intermediate units, some don't: some intermediate units are controlled by the SEA, some not. The program is designed to allow flexibility for the SEAs; they appreciated this, and we have recommended that it be continued.

Finally, we believe the partnership between the federal program staff and SEA personnel should be strengthened. In essence this whole planning process exemplifies operationizing our final recommendation, and we want to point that out. Specifically, we believe there should be an increased opportunity for sharing information, technical expertise, and experience. The research literature shows that people helping people is the best way to make improvements and change, and projects helping each other is a good way. They are dealing with the same problems: they recognize and respect what it is their colleagues are saying. Also, in strengthening the partnership, there should be an increased capability to clarify and interpret alternatives. In tight times we have to look at alternative ways to use our resources--what resources exist in the state that are not used. Do higher education institutions in your state have resources bases that are not being used? Are there people who could use training and help them function better as linkers?

Our study has shown that capacity is being built, and we have identified a number of factors that are enhancing or limiting the capacity building effort. We believe the program should be examined further to determine how that capacity is being used and what aspects of dissemination capacity are most critical in achieving improvements in educational equity and educational improvement.

2. Abt Associates Evaluation of the R&D Utilization Project

KAREN SEASHORE LOUIS

It is appropriate that this study follow the presentation by Gene and Doren because their study is focused almost exclusively on the role of the state department in dissemination and delivering services to local schools. Our study, on the other hand, focuses primarily on the local schools and the way local schools use and respond to dissemination programs. The RDU program was a remarkably successful federally funded demonstration program which helped over 300 schools to solve problems that were identified at the local level through the application of dissemination based activities. One of the characteristics of the RDU program, again drawing on Doren and Gene's remarks, is that there was an attempt to marry local school improvement with dissemination. Another feature of the program that is truly outstanding is that it also turned out to be one of the best inservice programs that I have ever had the opportunity to observe. So it was also a marriage between dissemination and staff development in local schools. When I say it was successful, I'm talking largely about the fact that the RDU program was a research based program and had identified strategies which we were attempting to implement in schools. Our data show that the more those strategies were used as initially intended by the projects, the more we are able to measure positive school outcomes, including organizational change, improved attitudes toward R&D information, and staff development activities--teachers feeling more confident about their work, feeling that they know more about curriculum materials, feeling that they've learned a lot about how to manage their classrooms or improve their interactions with students. We also found more sustained use of R&D information in the schools: programs stick. We do have positive outcomes here.

This was a demonstration program; it existed for only three years and there were only utilized seven projects. RDU was implemented in 1976 as a demonstration effort which was designed to disseminate predeveloped educational materials and programs. The overall objective of the program was to help schools clarify and solve local problems. It had three specific objectives within that. First of all, it emphasised alleviating locally defined problems, not problems defined at the federal level. This is something you should

be attending to.

They were defined in the local school. The only constraints were that all of the projects were supposedly related to basic skills or career education. There were some deviations from that, but since there isn't a school around that can't find a problem in basic skills, it wasn't an enormous constraint. Second, it was designed to help the school personnel learn about the products of educatonal R&D. It was designed to improve their understanding at the local level of the fact that R&D products--already developed products--could be of use to school people. It was to see if we could overcome the tendency on the part of school people to re-invent the wheel every time they sensed a need for a new program in their schools. Third, it was an attempt to increase the understanding of how the local program improvement process can better be managed and become more effective. This was in part the research goal, which resulted in Abt being funded to do this study. In part it reflects the fact that one of our major audiences in this study is local school people. We're trying very hard to write reports and summarize our findings so that they can be of use to principals and superintendents as well as to CCSSO and federal policy makers.

There were three parts to the RDU strategy; the first part was to develop a linkage system at a project level. A linkage system in this case was defined as a network of organizational and human resources which could be organized at any level and could be made available to schools that expressed needs or problems. So in this sense it was not dissimilar to the state capacity building grants programs, and in fact some states built upon the existing activity of the capacity building grants progam. In addition, all of the projects, although it wasn't mentioned in the original RFP, developed formal linker roles which were used to coordinate resources delivered from this network of helping organizations. The third part of the strategy had to do with the knowledge base. The knowledge base in RDU was not defined as a comprehensive knowledge base as it was in the state capacity building program, but rather a knowledge base of any size the projects chose to put together. It had to have several characteristics, however. The information being disseminated was supposed to be screened for quality, largely for validation of its impacts; secondly, it was supposed to be easily available so schools could get their hands on the material and information quickly; and third it was supposed to have been used in multiple school districts prior to dissemination. The focus of this program was developing a screened and highly defined limited knowledge pool of tested materials and programs. Each project developed its own knowledge base; it was not a national knowledge base.

Another part of the strategy which was important, distinguishing it from many dissemination programs, was that each project was to develop a formal problem solving process which was to be used in the schools that were involved in the program. The problem solving process was a very important part of this program. Underlying the objectives of the program was the hope that by being involved in the RDU, the schools would learn how to better understand how to identify the problems, how to search for resources, how to run problem solving groups or participatory problem solving practices in schools, how to plan for implementation, how to analyze what resources were needed, and what would be required to maintain a new innovation. So there was strong emphasis in improving the problem solving processes that schools were to go through and use existing research knowledge to develop better strategies that could be learned by local schools.

There were seven projects that were funded in the RDU program; they represent quite a variety of projects. It's important that we address them. Four of them were based in state departments of education. The Georgia RDU program operated out of the Georgia Department of Education. It had the interesting feature of using its RDU

funds primarily for the planning and solution selection phases of the problem solving, and using Title IVC adoption grants for the latter part. So they married their program to other SEA activities from the very beginning. The Pennsylvania school improvement program, which had the unique characteristic of pulling together almost every resource within the state of Pennsylvania had a heavy emphasis on teaching schools how to improve school problem solving practices so they could deal better with school problems after this program went away. The Florida linkage system was a most unusual concerted effort to involve institutions of higher education within the network, actually delivering services to schools. The Michigan career ed/dissemination project was unusual in that it tried to create no new structures, but simply attach RDU, dissemination, and school improvement procedures to the already existing network of county intermediate service agencies--no new structures, no new roles in that project.

There were three less relevant projects to this audience but do bear on one of our findings. The Northwest Reading Consortium was a consortium of four state departments in the northwest that were cooperating, using their Right to Read programs to work on reading problems in schools. So they were augmenting R2R activities with RDU funds. There was the NEA, which was the only project which did not deal primarily with curriculum. It dealt with inservice for teachers in 12 states. There was the consortium project which was run by the Network in Andover, MA, and which coordinated six different kinds of intermediate service agencies in six states. That was the structure of the program, which ran for approximately three years and served approximately 300 schools.

What kind of impact did this program have upon schools? Very decided and noticeable impact, impacts which are very difficult to compare across programs. We are going to try to do this in the latter part of our research, but it's our belief that when we do that, if we are able to, we'll find that RDU did in fact have more measurable impact on schools than many other existing school improvement programs or other federal funding strategies--Right to Read, Title I, other types of programs which have school improvement components to them.

The schools we selected to participate in this program were not selected because they were necessarily more ready or more open to being involved in school improvement. Some of them volunteered themselves; many of them were "volunteered" by their superintendents or some other person, and felt extremely hostile to their involvement in this program. They did not come from wealthy suburban areas; they came from a wide variety of different types of districts in the U.S. Many of them were in small rural areas; the Georgia projects served very tiny schools in very poor areas of Georgia. We had a number of highly urban schools; Minneapolis was part of this project; Bethelehem, which is a depressed urban area; a number of central cities in the northwest. We were looking at a set of schools that are the ideal candidates for good school improvement, and they did not all volunteer. Nevertheless, almost all of them stayed in the program for three years. We expected them to drop like flies when they found out what was expected of them, because it was very time consuming, involving donating a lot of their own resources, including in-kind resources and occasionally some of their own funds. These were not heavily funded projects. Yet we only see about a 10 percent drop-out rate. When a school didn't drop out, it means they stayed in the program and adopted a project. Not all of the schools had adopted one by the time the program ended, but approximately 75 percent of the schools that entered the project stayed with it for three years and actually implemented a new practice or procedure. Relative to other funding programs operating under similar circumstances, we suspect that this retention rate is rather high. Also most

schools liked being involved in the program; they thought that the materials that they were implementing were great. Teachers rated the quality of the new practices or programs highly; principals reported that they were busily engaged in getting central office support to maintain the program for coming years; most of the teachers reported that they would continue to use the programs again with either few or no modifications in the coming year. There is a lot of evidence to say that whatever it was they changed is sticking in the classroom. Finally, we found--and this was one of the side benefits we didn't expect--that the teachers that were involved in this program reported substantial professional growth. The more the teachers were involved in the RDU program, the more likely they were to report positive professional experiences which focused primarily on staff development kinds of outcomes.

What caused these outcomes? Let's look at the components of the RDU strategy and see which of these affected and how they affected school and school improvement and staff development outcomes of the program. Even though this is not a study of state departments, we will look a little bit at some of the implications that these findings may have for state departments.

First of all, let's remember that in the RDU strategy there were two parts that involved bringing external resources to the school--that's people and products--and one part of the strategy involved building internal capacity, which involved getting people into problem solving processes and supporting the process over a three year period. First, the impact of the product. I think there is much in our findings to gladden the heart of any educational researcher or product developer. The characteristics of the program or the practice that was adopted had the strongest impact on our school improvement outcome than any sets of variables.

Interestingly enough--and somewhat controversial given the findings of some previous studies--we found that in this program, local development of materials and a lot of local invention and substantial modifications of the R&D products that were adopted tended to depress the effect of the products on the improvement of school procedures. We interpret this a being largely the result of the relatively extensive problem solving process that they went through. Schools that were really serious about choosing a product that met their needs--fitted their context--which looked into the right one, didn't need to modify it a lot. They just slipped it into the right slot, tailored it a bit for the classroom, and didn't need to make big changes. They found something they liked. Schools that, on the other hand, rushed in and, despite all the exortations of the projects, leaped on the first reasonable looking product that they found (or perhaps they adopted something they had heard of before they even got involved in the project, which happened in a number of cases) were less likely to find that it matched their needs when they got to looking at it more closely. For example, one of schools which almost dropped out of the program very early happened to be one of the wealthiest suburban schools involved in the project, and they wanted a pull-out reading program. They happened to adopt one that had been developed in a rural school in Arkansas. Despite the fact that the project told them they didn't think it suitable for this very wealthy suburban district, when the trainer came in, he and these very sophisticated teachers couldn't talk to each other, and the whole project fell apart for almost a year and a half. It was the result of not a careful adoption. The implications of this for the management of dissemination programs at the state department are quite strong. First of all, it suggests that while comprehensiveness is an important part of any state's dissemination strategy, quality control procedures are equally important. Without some kind of quality control over the materials that are being sent out, it is unlikely that you are going to get major school improvement outcomes. You may be able to count the number of items that were sent out, you may be able to look at the number of searches, but if you are looking for impact on schools, you're going to get

less of it. Unless you screen and use field tested programs, you should use programs that have been validated (and I must point out here that validation in the sense of other sites using it does not necessarily refer to procedures like JDRP). Many of these programs were validated by procedures that were not JDRP-like but did involve some looking at the program for impact on schools. This did range from one project that did not accept anything other than JDRP validated materials, to the Florida project where they accepted the word of the director. If he felt that the materials were okay, then they said okay. I think a lot of those that were not validated by JDRP-like procedures were okay; they were more promising practices.

A second implication is that states probably should get involved in helping to persuade both their own school districts and the federal government to spend more time funding and field testing promising practices in areas where they know local schools need materials. It's not adequate, in most cases, to send out a lot of different materials which need to be put together in local schools if you want to have the biggest impact. It is much better to try and anticipate what the schools are going to be needing and to get some funding for putting those together, providing support for dissemination and training and so on. As Doren and Gene pointed out, the development of promising practices files at the state level still needs some improvement. The funding of our R&D and curriculum development at the federal level is currently very, very low, and CSSOs and state departments probably need to address the question of which is an appropriate funding strategy, given the findings from studies such as this one.

Let's go on to the second part of the RDU strategy. Like many other studies prior to this one, we found that the assistance of external linking agents had a measureable impact on the school improvement outcomes. The more involved the linking agents were, the more likely we were to find good implementations, continuation of programs, and staff development outcomes. What was it about what linking agents did that caused this: was it the presence of a human person; was it something else that they did? First of all, we found that there was support for the notion that more intensive linking agent involvement is more highly associated with good school outcomes. The linking agents who were attached to their schools for the three year period and who were involved with them to the point of making a visit at least once a month to the school, having a relationship with the schools where the schools felt free to call them up and say we're having a meeting please come out--these were schools that were more likely to adopt, implement, and institutionalize new practices. In addition to just time, though, there is something about the linking agent role and the way it's performed that's important. We have found that linking agents who did not simply react to requests for assistance by the schools but who took initiating stances in the schools, who acted in some sense as super egos, saying, "Look, you guys, you're getting a little bogged down; let's get this thing together. Let's have another meeting, or don't you think this is a good time to bring in a trainer. I think you're having some problems; let's see if we can deal with them." Linking agents who are willing to step in and get the school going, not in a directive manner but in a manner of providing an outside stimulant, were more effective than those who simply waited to be called.

Again, these are not simply observations; these are quantitative findings. Linking agents and the whole linking agent role are often misunderstood on almost any level when you talk to people. When you say linking agents are a good idea, often you get the response, "Yes, they probably are, but we can't afford them; it's too expensive here." One of the things I'd like to point out, based on this study, is that in many of the projects that we looked at, they did not go out and find special linking agents; they simply took

advantage of people who were already doing things that looked very much like RDU. In the Georgia project, for example, all of their intermediate service agencies are turning toward a redefinition of their staff roles away from curriculum specialists roles toward generalists roles. They simply bought out a bit of the existing linkers time and called it RDU. The Georgia linkers were forever telling us they couldn't tell us how much time they spent on RDU because it was just a little piece of what they did every day anyway. This was also true in the Network consortium project; all of the people who were involved in linkage roles in that project were people who were previously employed in the organization they were working in, doing something that looked a lot like being a linker. There are people out there who can be taken advantage of without incurring enormous costs.

Another important point is that we have been unable, and we have been looking very hard, to find any relationship between the individual characteristics of the linkers and how effective they were. It turns out that you can put a lot of different kinds of people into linker roles and they can be effective in those roles--you don't have to give them a psychological battery--so you can take advantage of people who are already working. The key element that we have found is that you need to define the role clearly. The thing that seemed to be most negatively associated with linker performance in our project and with conflict with the schools is very poor definition of what it was that the linker was supposed to do. So the school didn't understand it, and the project didn't understand it, and often the linker didn't understant it, and that created problems which persisted, in general, throughout the projects. The definition of projects doesn't have to occur through extensive training, either. Training and orientation were appreciated by the linkers, but we could find no evidence to suggest that lots of training was better than just a little training, even in making the linker feel good about what they did. So you don't need to have a PhD in linkage to go out and be a linker. We have to look upon this as an important role, but a role which can be carved out of a lot of existing programs using a lot of existing people without a lot of enormous investment resources. The other point I wanted to make about the definition of the role is that it was extremely important for the linker to have a legitimate initiating role at the school level, and if the site didn't understand that, it often created friction and led to greater problems between the linker and the site.

Not surprisingly, we also found, in terms of the external resources, that training was very important--having outside people come in and provide training both in problem solving and the implementation of the new practices was appreciated by the staff members. Even more important we found that the more they got and the more different sources they got it from, the more likely they were to implement their new practices effectively and report measurable changes and student achievement and other kinds of good features in school improvement. One of the findings which we had that is very promising from the point of view of looking at the design of state-based programs is that among the most effective trainers were school district specialists who got involved with the program, got excited about it, went out and found out a lot more about what was happening, and came back and participated in the training. The involvement of school district specialists as trainers in the school was apparently in this program a very effective strategy and an unanticipated one. It wasn't built in as part of any of the projects' objectives; it happened as a natural course of events.

The third part of strategy in RDU was an improvement in the problem solving processes at the local school level. We also found that participation and influence of a broadly representative school base problem solving team (with decision making authority, not simply advisory capacity) was very significant in achieving strong program impact at the school level. Many of the schools that were involved in this program claimed that the models that were being used in the RDU were quite different from those which had

typically been used in their school distict when they mobilized teams for some kind of curriculum improvement project. The major source of the difference lay in this notion of decision making authority. Most of the teachers felt that when they participated in teams in their school districts on previous occasions, that they had been there as window dressing, that they really didn't have an awful lot of influence, that someone had already made up their mind about what was going to come out of the activity, and that they were not going to have a lot to say about what was going to come out of it. They liked this program where, in some sense, one of the external constraints on the problem solving process was that it was supposed to be more representative.

One of the interesting findings that we have here also is that the involvement of these participatory local action teams did not deminish the role that the administrators played in the decison making process. You would have an involved and influential problem solving team, but the principal and occasionally the superintendent or another district administrator would have a lot of influence as well. This tended to occur without any friction. This was not a situation where teachers and administrators would fight over what they wanted to do in a new basic skills program; rather they were working together. Involvement in participatory planning does not diminish administrative influence over the curriculum in this case. We did find that the better the group process, the better the team functioned as a participatory team, and the more likely they were to make good, rational decisions about how to engage in school improvement. We define rational in very simple terms. Did they choose products that matched their problems; did they develop a plan for implementation that took into consideration some of the resource mobilization that was needed; did they set up some kind of feedback mechanism--just very simple features of whether or not you could say this was a reasonably well planned effort or not. Those schools that had good participatory group processes tended to have more rational decision making than school districts in which administrators made all the decisions.

One of the key features of having a good process was the availability of some staff release time, particularly early in the program. Now that's money, and that sounds scarey, and it is true that if you currently look at the way we fund schools improvement practices in schools, we tend to put our money into the implementation process or into the evaluation of new practices, but we don't tend to give school districts money to help them choose something. So we have Title IV-C adoption grants, but we don't have Title IV-C planning grants in that sense. They may dig some of it out of there, but it's not a legitimate externally fundable activity in most dissemination programs. I think our findings suggest that if you really want to have impact, then we need to look a little bit more at the balance between how much of our funding we allocate to implementation and how much we allocate to the front-end planning process. I think our findings suggest that school districts are more likely to make their own contribution of money to the implemation process. That suggests even more that we may wish to rethink the allocation of resources. This doesn't have to be an awful lot of extra money. Most of the RDU utilization schools received less than $5,000 for the three years that they participated in the program, so we're not talking about enormous grants. In many cases they actually had a hard time spending $5,000, and could do it for less. I think most people who know relatively little about the RDU program say it's a nice idea but it's the Cadillac of the dissemination programs, and we worry about whether or not we can talk to people who are developing current dissemination policies, because this looks like a resource rich program.

I think that that image of the RDU program is to some extent a myth. It's a myth in part because you have to remember it was a research demonstration program, and, at least in most projects, upwards of 25 percent of their resources went for activities which would have nothing to do with any kind of currently running program. In fact, the program costs at the school level were very low. We were surprised at the amount the schools were able to get done with the very little amount of money that was given to them. Most of the schools got $5,000 or less and in some cases substantially less. Each dollar that the schools districts got in federal funds generated additional resources at the school (the level was about $5.00), so every dollar in federal funding that was put into the school district (and that included state funding) got back a five-fold increase in locally generated or contributed monies. In some projects this was a clear strategy they wanted. The school districts in the Network consortium project were required to show evidence of contributed funds. But in most they weren't; it just happened because schools got excited about this and they wanted to do it. If they needed more resources than they were getting through the project, they would find them somewhere in their budget. A lot of it, of course, is contributed time--it's principals or teachers working a little longer, doing something on the weekend and so on. Most of the money in this program goes for personnel. Often when school districts think about the costs of implementation, they tend to think about the hardware and book costs and other kinds of features of a school improvement program. In our study we found that they accounted for less than 15 percent of the total expenditures in any project. Most of the money goes for people. The overall costs of this program to serve any given school, even if you include the costs of administration at the state department, the entire salary of the linking agent (much of which was devoted to documentation and features of project management which would be substantially reduced if it were not a demonstration program) was about $16,000. In other words, the total cost of supporting any one of these schools over a three year period was less than is often allocated to a school that gets funded through a demonstration project. For example, in Georgia every school district every third year is eligible for $15,000 of IV-C money.

We have a tendency to give money directly to school districts to mount their own innovative programs, and the RDU strategy was significantly different. It gave them resources and relatively little money, so it funded the resources that might not otherwise be available to them; it didn't give them the money directly. Schools didn't mind that. I visited 30 schools myself, and I never heard a single school complain about the level of funding they received in this program. They were most grateful for it, preferring the situtation of having the resources.

We need to do some more systematic comparisons here. We're talking about mounting a program which had a lot of external support and which wasn't necessarily in all cases substantially more expensive than existing programs. So it is not necessarily a Cadillac. Most of the project directors we talked to felt that they could, after the first period of gearing up, increase their service to schools by at least a third to 50 percent more without cutting service in any way, just because they were more experienced. The knowledge base was there, the linkers knew what they were doing, there were procedures for communication (which would obviously cut the costs substantially). We're trying to do as much cross program comparison as we can to figure out whether RDU really is a Cadillac, or whether it is simply taking a set of resources and distributing them in a different way, but the more systematic comparisons will require further work.

We have a series of findings also regarding the design of management of educational networks for school improvement. If I were to pick out one finding that's particularly relevent to the state policy makers, it's that the state based networks tended to

function better than the ones which involved broader regional areas. They were easier to manage because communications were simpler, they tended to involve primarily government funded or government sponsored agencies within an area, and there was less conflict over organizational agendas. There was also a sense of commitment to the educational structure of the state which wasn't always there in the regional configuration. That doesn't mean that the other networks didn't work fairly well; they were just harder to manage. There was more conflict, there were other things that got in the way. I thinks that's important, because I think it does suggest that if you're trying to bring together lots of different kinds of institutions to deliver services or knowledge to schools for school improvement, that the state is probably the best place to start. Another finding on the management side that I think is quite significant is that linking agents that were located as permanent members of their intermediate service agency were typically more effective in delivering service to schools. That suggests again that the structure exists in a lot of states. You don't have to do anything new; you just try and mobilize a set of structures that already exist. It's particularly important to stress that it's the linking agents who are permanent members of that institution who make the difference. The ones who were brought in just to do this project on the whole function less effectively and disappeared after the program was over, whereas the ones who were permanent members are still sitting there linking happily forever after in the agencies that they were in. That makes for more program impact.

One of the features of the program that was particularly difficult was managing or coordinating relationships among organizations that were quite different. In other words, it was much harder for these projects to involve universities than it was for them to involve a variety of different ISAs or some other organizations that had already been involved in delivering services to schools. To change the way in which these organizations function is much more difficult. That is not to say it is not possible. The Florida project, for example, was extremely successful in involving two major universities in both training local site people in change skills and providing the knowledge base. The two major functions of the project which were provided through two universities in Florida involved a lot of direct contact and direct service delivery to schools, and it functioned very effectively. But it's harder and means that you have to devote more resources to the actual management of the network if you're going to involve or spread your networking out beyond the state department and intermediate service agencies. Another feature which is probably important to states that are looking at the design of programs such as RDU is that there is a time framework that is involved in demonstrating impact of these kinds of school improvement activities. It's a fairly long one, if we look at schools who are designing a new set of practices, for example, in compensatory education. I think it's come clear to most people that we would allow them about seven years from the time they got the idea and wrote the grant until we ever start going in and saying, "Here's a final evaluation of how it worked." There just has to be a developmental period. We tend not to allow the same developmental period to new dissemination of school improvement programs when we set them up in state departments We think they should have mastered in a year or two; if they don't, there is something wrong; it's not working; let's try something else. Three years was just barely enough time for most of these projects to get well established in their state departments or in the other organizations. It was just at the point when they were beginning to function rather smoothly that the money ran out. Consequently many of them did not have much time to turn toward institutionalization in any serious way. There are a lot of things that remain in most of the sponsoring state departments from this program, but it doesn't look exactly like RDU because they were still too busy trying to get out there and get things to schools and think about selling the program, as Doren and Gene had pointed out, within the state department.

Another feature I think needs to be taken into consideration when you are mounting these programs in state departments is again one that Doren and Gene stressed. There is a real tension, which was not resolved in most projects, about hiring someone from the outside who is a key thinker, someone who can design a good system, who's got time and contacts in the external world, but who doesn't know the state department, doesn't know the other actors in it, is insensitive to the political constraints of working within the state. Thus they will make a super demonstration but fall flat on their face when it comes to involving other people in the state department in the functioning of the program. That's one strand that was used. The projects who had project directors who were from the very beginning invited from the outside, or in one case brought back from retirement, or who were very poorly integrated in their state but had run other demonstrations programs, universally disappeared when the federal funding went away. The projects where they had deliberately or for some other reason selected a project director who was integral to the state department, who had some position of influence, or was part of an informal network, generally had better luck in having significant features of the program survive after it went away. I think there is a real tension between running the biggest-bang-for-the-buck demonstration and running a program which is going to hold in there and have a real impact for the state. There are choices to be made which have to recognized when you initiate these programs at the state level. None of the regionally or nationally based programs had any institutionalization of their functions in the sponsoring agencies--that is NEA, the Northwest Reading Consortium, the Network Consortium; there are certainly organizational learnings, but you can't go back and find them doing anything that looks like this. All of the state based programs had some institutionalization which has assured at minimum continued use of materials and training packages they produced in other programs and at maximum things that at least look a little like RDU is still going.

One of the things I would like to summarize this presentation with is that even though the study of the RDU program and the RDU program itself were designed primarily to inform federal policy makers about features of dissemination projects and school improvement projects that should be taken into consideration in designing or modifying dissemination structures at the federal level, there is a lot here that has implictions for state departments and for the ways in which they use or modify existing school improvement efforts. I do not personally believe that it is necessary to take an RDU-like model and put it into a state department in order to take advantage of some of these findings. I think it is much more likely that state departments should look at these findings and say, ok, we have some existing school improvement or dissemination strategies; how could we make them look a little more like this without allocating additional funds and see if we can increase our impact. For example, you could marry some of our findings about products to an existing resource base in state departments. You can take Title IV-C programs and have different regulations about how projects will be funded at the local level and provide them with perhaps with some form of assistance for bringing them together. You can take relationships with ISAs and redefine or make some changes in the way roles in those agencies are performed. You can provide some incentives without talking about developing a whole new dissemination project and sticking it in. I don't think that is feasible in most state departments, and I would not feel that these findings imply that is necessary. I think there is a lot of room for taking them and using them in existing contexts.

3. The Network Study of Dissemination Efforts Supporting School Improvement

CHARLES THOMPSON

Karen was privately commiserating with me about the situation in which we find ourselves. We are probably the least far along of the studies that are presenting here today in the sense that we are about two years into a three year study. As Karen points out, one starts out in these matters with a relatively simple set of questions and sets the variables one wants to look into. As things go along they get increasingly complicated until at some point in the analysis process one begins to put it all together again, and it finally comes clear. I regret to inform you that that blessed event has not yet occurred. What I want to try to accomplish is two things; first to let you know what questions we are asking and something about how, and to describe the study a little so you know what to expect over the coming months. We are almost to a point where we will begin to publish reports. The second is to talk a little bit about the portion of the study which focuses on states. In that part I want to share with you the general framework within which were looking at states, state departments of education, and dissemination, and then to share a few impressions and some kind of preliminary ideas that we're exploring. I hope you will keep in mind that I'm in a bit of a quandry about just how much to say, and that when things are still diffuse it's difficult to communicate a cloud.

We are about two thirds through a study now that involves a number of different organizations and four levels of study. At the federal level itself, we are looking at about 50 different federal dissemination and dissemination-related activities. Part of the issue here is that the federal government doesn't know what it is doing in dissemination. There are a variety of separate activities which people are more or less aware of, and some people who have a fair overview of them. But it's really not been clear just how many different activities were going on and what they were doing. There is a lot of basic descriptive information that we have been able to collect that we think will be helpful to people. We think this will also be helpful to SEAs and to people at the local level. I've now talked some with Milt Goldberg about the use of this material and that's one of the earlier reports that we will be putting out--the report of the survey with about 50 different activities. The individual entries will constitute two or three page descriptions of the programs, and there will be some cross cutting analysis, mainly of the sort that says these federal programs are handling the quality control or validation issue in this way or another. Similarly a descriptive analysis on other issues will be offered as well. The second thing we're doing at the federal level is to look at 15 of the 50 programs in a little more depth.

From some viewpoints they are an odd assemblage--that is, a number of them were specified by the sponsor as ones on which they would like information from us, and we chose others to give us a fair diversity. We don't claim or have any illusions that this is a representative sample, but we do have a fairly diverse set of programs that we are looking at in this profiling activity. Both the survey that I have mentioned so far at the federal level and the profiles and analysis we will issue in separate reports. I'll say a little more about when you can expect those later on. The next level of the study is at the state level. In choosing the states, essentially we specified a number of dimensions on which we wanted be sure to get some variation. They have to do with numbers of students, per pupil expenditure and the like. We used for sampling purposes some crude indices of the level of school improvement activity that seemed to be going on in the states. We didn't want to choose states that were solely at the very active, very experienced end of

the spectrum; we wanted a diverse set of states to look at. We began with 50 different dissemination activities and profiled 15 of those in greater depth while looking broadly at dissemination in 10 states. There are four programs in which we followed the system right to the classroom door and into the implementation phase. The first is the National Diffusion Network; it's a very central portion of the study. For contrast with that, we wanted to look at a program which does not involve direct person to person linkage; we are looking at the market linkage program for special education. We are also looking at some state administered dissemination programs; this is within about six of our 10 states, and I'm afraid I won't be able to name those for you off the top of my head. These turn out to be largely programs that states support out of IV C and other federal sources which involve the identification and spread of exemplary practices within states. It offers some very interesting contrasts with other programs that we are looking at.

We want to know about types of new practices--that is, what characteristics of the innovations themselves, what is it about the level and nature of the assistance that is provided, and what is it about the process of implementation at the local level that are particularly effective under the different sets of conditions named in question two. We have a kind of contingent analysis that says that there will be a variety of different conditions at the local level and that innovations with different characteristics and different kinds of assistance may be appropriate under different circumstances. Approximately 145 sites across our 10 states are involved. A final activity shows how various parts of the study are interrelated.

The one portion of it that I have not mentioned is within the 145 sites at the local level we're taking a look at through survey techniques, questionnaires and semi-structured interviews. We're also looking at 12 of those sites in greater depth; those are evenly divided between the National Diffusion Network sites and some IV C. sites.

If dissemination is the answer, what is the question? We took a step back from dissemination in particular in looking at SEAs, and we tried to look at the whole SEA in the kind of institutional and political context in which they operate. We are looking at 10 such agencies, and while we're struck by the uniqueness of each agency, we do think that it is possible to develop not a tight causal model but a kind of map of the environment in which SEAs operate and the variables that determine how they operate within that map. So while different institutions may play different roles in different states, it's possible to compare across the 10 states and to begin to tease out some patterns. So I would like to first share with you roughly what that map looks like to us, and secondly to say how it is that SEAs seem to be coping with the forces that we're mapping. There are two metaphors which might characterise the position of SEAs and the education system right now, and one is a little less elegant than the other. One says they are caught in a cross fire, or a little more awkwardly they are caught between two rocks and a hard place--the rocks being the federal government on the one hand and the LEAs on the other. It looks to us to be an increasingly hard place, especially when you include the legislative, executive and judicial branches of state government.

What I have to say about the federal government will come as no surprise to you. If there are 50 separate activities which we are surveying, there will surely be a large number of federal activities which states have to reckon with. This tends to create an organizational phenomenal at the state level which people have called picket fence federalism. One can't always say that for each federal program there is a separate picket, but nevertheless there is this tendency for SEAs, which have grown enormously over the last 15 years, to be organized along the lines that reflect federal reality. There

are certain programs that countered that or tried to counter that along the federal level. One of the main objectives of the dissemination capacity building program is to help states reckon with the picket fence effect, which other portions of the federal government have helped to create. Another federal resource that people have tried to use to integrate their organizations is ESEA Title V. At the state level, there is a tendency for the state legislators to pay more attention and have increasing influence over the life of the SEA. The role of state and federal courts is something we are seeing in some of our states, although not all. Governors offices increasingly set up OMB-like structures, which give the governor and top leaders increasing influence over what CSSOs and SEAs try to do. This is not true in a majority of the states, but it is moving in this direction. There are also increasing interest groups which seem to be very influential.

Having talked about the federal government picket fence lines, and the increasing influence along the state level of government, there begins to develop a pattern we're looking at. An SEA is faced with the problem of how to take the resources that flow from the federal level with strings attached and array those resources in such a way that it can deal with the kinds of initiatives and restraints that it is getting from the federal level. We see that happening increasingly. My guess is that, as finances get tighter and tighter, there will be an increased move in that direction. As the state reality becomes more and more saliant, there is going to be a strong trend for state leadership to want to transform resources from the federal level and bring them to bear on the problems they are confronting in a very urgent way at the state level. I think that has some implications for dissemination.

The third part of this two rocks and a hard place is LEAs which frequently feel themselves to be under a pile of rocks. LEAs are facing mandates from the federal and state levels and pressures from their own local levels, and are increasingly turning to the states for assistance. That too seems to tend to affect how states are orienting their dissemination resources. That lays out a rough map of the kinds of institutions that are influencing SEAs. I'm deliberately omitting intermediate agencies, because I want to simplify a bit. The question becomes how much pressure is there from each of those areas and of what sort in different states and, given different kinds of pressure, how do states react to that. Let me say a little about patterns we see emerging. We have some states in which there is relatively little prodding from the legislature to take on certain initiatives and to mandate new services or changes in services at the local level. There is relatively little money, and certainly very little new money, coming from legislatures, where there is a strong tradition of local control which governs the relationship between the SEA and locals, and in which the leadership itself--perhaps as a consequence, perhaps as an additional factor--is not terribly activist. In those states there doesn't tend to be a lot of dissemination activity, and it tends to be organized along more or less conventional federal lines. One or more of those factors--that is, some prodding from the legislature, some new money to do something, a less stringent tradition of local control, and/or a more activist leadership at the state level--tends to generate some form of major school improvement effort or programatic initative. It may be the mandating of competency testing, or increasing emphasis on basic skills.

Where that occurs, we are seeing about three different types of response. One is the kind of response that NTS has talked about from a different point of view. To the extent that the leadership in the state sees dissemination as a useful instrument for dealing with the problems that have been posed to it by pressures from the outside or the leadership's own priorities, then dissemination begins to be coordinated some way, at least those dissemination programs that can be brought to bear on that problem. It may be that, in

those cases, an entrepreneural dissemination leader has been able to show the chief or the top leadership how dissemination can be relevant. There may be cases where chiefs are familiar with this domain and take the initiative themselves. That is a pattern that is not clear and takes on increased interest to me as a result of the NTS presentation.

Another pattern that we see involves setting aside dissemination almost entirely. In one state, for example, the major school improvement activity which is very saliant deals with the development of capabilities at the local level, more specifically at the school level, to look at their problems, to get more constituencies involved to help solve the problems, and generally to develop what's been called local problem solving capacity. There is almost a kind of fervent belief that that is the right way to go, and "traditional dissemination" has been dismissed as sort of the old way. There doesn't appear to be a perception at all that there might be some complimentarity between local problem solving capacity and dissemination. That is very interesting because in yet another of our states there is a clear perception that once one has begun to develop some local problem solving capacity, some external resources may well be useful. Why is it that in one state this is a matter of idealogical purity and in another state there is a more integrated view on this. A point that one CSSO in one state made may be quite relevant to some of the considerations that your group is going to be engaging in. The chief in one state stated he did not want to talk with us about dissemination. He feels that too much focusing on an organizational function rather than on his substantive priorities displaces the energy and dollars and attention of people within his agency. He sees that as a real threat--that is, he wants to try to keep the attention of his people focused on the particular problem that he is confronting, which is a threatened mandate from the state level that has to do with basic skills. He wants to ensure that when dissemination is talked about, it is talked about to the degree that it is instrumental to the achievement of his objectives. There is a phenomenon that will be familiar to many of you, in which people began to focus less on the client service objectives of their agencies and more on their own kinds of functions and interests. This particular CSSO is very conscious of that possibility. In this case he is skeptical of the notion of generalized capacity for dissemination.

Another point we're seeing in tight times is the problem posed to SEAs as to how to take resources from the federal level that tend to be organized as the pickets in the fence and bring them to bear on the states' own most salient objectives at the time. We saw in one state a major attempt to introduce what might be called a matrix management approach--that is, the CSSO looked all across the agency at all different levels of the agency and identified people who he thought would be good to involve in his major school improvement activity and had reported for a substantial portion of their time to a different person for this purpose. This may cause problems in accounting for the federal government, but it seems the pressures will get so intense that more of that may be seen. That may be an organizational structure in which some of the coordination that we talked about before begins to take place. From one point of view it is interesting because in that kind of a case, the dissemination capability which rests on one side begins to get assimilated into the muscle of the agency, in relation to the top priority of the leadership. This struck us as a very interesting way to proceed. The observation that I want to say a bit about is what is thought of recently as a kind of polarity between service and regulation--that is, a tendency to think of regulation as being the old wave and service as the new wave, and that is a white/black hat phenomonem. We have seen a real interesting thing in a few of our states. What SEAs appear to be doing is creating problems with one hand through regulation, which they solve with the other hand through service. It is a pretty interesting way of proceeding, speaking of coordination. LEAs

tend to perceive part of the SEA as being very responsive with helping them deal with their problems, for better or for worse, and not to think of them as a mandate imposed from the state, which made them feel the problem in the first place. You may not think of this as an exclusive move toward one pole or the other, but in terms of the ways in which the service functions such as dissemination and technical assistance can complement the regulatory functions of the agency, together they may help in achieving the priority goals of the agency at any given time.

4. An Early Evaluation of the National Diffusion Network

JOHN EMRICK

The initial formal dissemination system for getting the word out was ERIC, as most people know. The expectations for the efficacy of ERIC as a system for producing a lot of change in schools weren't really realized. The pilot state dissemination program study on how to develop local know-how and the use of information retrival systems was successful, but the system itself didn't seem to produce the sort of changes in local practice that legislatures were demanding be demonstrated in order to continue support. In the mid-seventies, two parallel efforts out of the U. S. Office of Education were launched. One was the strategy launched by John Evans and was known as the Project Information Packages (PIP). These packages were collections of materials and instructions on their use. Basically the notion was that, with complete and properly prepared descriptive material, virtually any school system could put into practice a structural approach that had been proven effective in another setting. This notion was that one could, by carefully copying all of the aspects of the success of projects, get reproductions, replications--get relatively inexpensive mileage out of a few significant improvements. At the same time a radically different approach emerged under Lee Wickline and his staff in BESE. Rather than relying on printed descriptions alone and instructional kits, the BESE approach placed a lot of emphasis on personal intervention--to transfer the know-how that was resident in those individuals that had worked through the new approach. So we see the PIPs representing a very rational deterministic control orientation, and the NDN, which is the alternate, representing the highly political, social, configurational approach, heavily influenced by then recent writings of Guba and Clark.

What did we learn from our investigation of that? Our study has been completed--we have reports out, reduced to 10 pages of what we feel is important in our study. The study had a number of purposes. Basically it was to characterize the approach the NDN represented for the diffusion of innovations, to describe and evaluate the process by which these products moved through the system, to understand the organization, to try to analyze and evaluate the organization in terms of its appropriateness to the mission, and to prepare recommendations regarding how the features in the program might be modified for improvements in the future. The NDN, we argued, was different in several ways from the ERIC type approaches and packaging approach. It was different from what were then the current emphases on dissemination, the sharing of knowledge about the existence of programs. The emphasis in NDN was to obtain adoptions, or to affect local change in practice as opposed to developing understanding, which in turn could be translated into change in practice by users. Here the emphasis was on actually affecting local change. It secondly had something the speakers earlier today have commented about--the importance of quality control. In the NDN, that is the Joint Dissemination Review Panel. Third, it has a component for directly linking developers of the improvements of practice to potential users. This component supported people who had, over a period of many years, accumulated a lot of wisdom, know how, and depth of experience with the particular improvement that they were advocating. Fourth, it coupled these developers,

DDs as they are called, with regionally located process facilitators. They were called state facilitators, change advocates, administrative specialists--a number of titles have been suggested. The state facilitators in turn are the NDN users; some of them are within states, some have multi states.

To properly understand the NDN, we include the component for the quality control. Promising federally sponsored innovative educational programs and practices are submitted by the federal program monitors to the JDRP for screening and review, as their first step into their entry into the diffusion network. The primary purpose--and this is a very controversial component so far as we can tell--is to assure that the claims being advertised for a given innovation in fact are substantiated. The opportunity to present and argue the evidence in front of the panel is given each candidate program. The issues involved here are who sets the priorities and what kind of evidence constitutes appropriate validation evidence.

These issues can't be simply answered. They are, in fact, very complex and somewhat controversial. To some extent we suspect that the national priorities reflecting concensus among state officials and other educational experts somehow enter into the review process, but how is not very clear. There has to be some provision for political input. To restrict the validation evidence simply to conventional outcomes of standardized achievement tests would be a mistake, and I think the panel has taken that into account. Too many important developments in education just are not amenable to that kind of evidence. There are a number of developments in art and creative curricula that simply won't show cleanly in reading and math tests, so a wide range of evidence has to be acceptable here. Those not approved can be cycled back until evidence is stronger or presentations are better. We also expect the program developer to be able to articulate clearly the aspects of the innovation that are relevant to users, to really be in command of the innovation. To be able to communicate it effectively to these panel members has a lot to do with whether or not it is accepted. That makes sense when you think ultimately what these developers have to do. They have to deal with others in the field, to be able to communicate what it is they have to offer. So here a lot of emphasis is on communications, the interpersonal dynamics of the individuals associated with the innovations. When we studied it, most of these programs that had been reviewed and approved when it was just the dissemination review panel. The programs that had been originally approved had six or seven years field experience; they were not simply quickly developed innovations they had a lot of evidence behind them; there was a lot of knowledge. Of the approved programs, not all are funded, so that another step now for those innovations that have passed the screening is to get support for active dissemination in the field. Being approved gets one into the catalog but doesn't get one support as the developer demonstrator. There are two avenues to local districts once they are approved for dissemination. One avenue is directly, the other is through the facilitators. Part of our study examines how the different developers routed their innovations, and the relative effectivness of working with facilitors versus attempting to deal directly with locals. Another factor would be the patterns by which these different types of personalities get along. A lot of role negotiating has to take place.

For DDs to put themselves in the hands of these regional representatives, you can see that there would be some ego battles going on, so we tried to understand that a little better. We also had to try to understand the process by which the change that is being introduced actually gets put into practice at the local level. One thing that I think would be useful for the Council to be made aware of is the complex problems one has in documenting the adoption of substantial innovations. We have pulled together a multi-faceted set of outcome measures. Two of these are straight-forward and

quantified; the components are scope and level. Scope is the number of components of the innovation introduced to the school that actually were implemented or attempted to be implemented by the users. The level simply refers to the number of classrooms, the number of grades, the number of schools within a district. These can be counted. They give you some indication of the scale of the change effort that is being undertaken. The more people and the more units you involve, the more complex it is going to be.

Adaptation is the extent of the modification of methods and materials. This is a little more difficult to quantify; it's relative to what the developer demonstrator holds as the core or essential features of the project that they developed. These can be more or less quantified with measures that developers themselves have worked through; they usually have their own implementation scale. These measures are referred to as context sensitive measures. These really have to be developed on a basis of where the adoptor was before the innovation was implemented. The project innovativeness is the extent to which the methods and contents of the projects are different from prior practices: "How different is this from what I have done before." It's not absolute; it is not contained in the innovation itself; it's how is this different from what the adopter was doing before. The perceived complexity--the complexity of implementation--would be staff and resources involved, replacement versus supplement, how many individuals have to be accommodated, and what type of individuals have to be accommodated in the implementation process. Does it replace a practice, or is it added to a current practice? Is it something that is added on, or something that changes basically what is going on? It includes the number, nature, and severity of problems that local staff perceive in what they are doing. This will change over time, depending on when you make these measures. The perceived success would be the local's rating of the success they achieved in implementing; it's like rating ourselves on how far we got. It's not an independent measure. In the secondary diffusion, it is an indirect measure of a commitment to the innovation that has been adopted: how do I promote it to my colleagues; how do I speak to others in the field/profession about what I have done? These are the kinds of measures that we used to try to understand the implementation. The second thing, and I think it would be useful for the state people to become aware of, is the complex series of stages that we documented in following the process from initiation through early adoption. Since we had 18 months to conduct the study, most of the data gathering was done in one year; and since most of the speakers today have attested to the fact that meaningful change is a very gradual and complex process, we didn't get far into documenting full implementation, although we did have in our sample some districts that had started the process before we came on the scene. But it is in fact important to know there are definable or at least recognizable stages characterizing the change process, and there are different requirements for affecting change at each stage.

One does different things at different points in the change process. It isn't simply do this and then everything just falls into place. There has to be a lot of interaction and, as we saw with many of the more effective change agents, a lot of tenacity, hanging in there. Monthly visits were very crucial; the more often they made appearances, the more often the change agents worked hand-in-hand with the site people; the more frequently they visited, the greater the change we were able to document later--the more complete and the more acceptable. What we say that they did that was important began with awareness. The basic goal here was to get the word out to interested people. They have developed a variety of approaches, and we have identified the ones which we felt were associated with the most effective change operation. We were able to array out the various activities of these developers and facilitators and, depending on how successful they were. Looking at what they did, we came up with some conclusions about what

seems to work best under what conditions for what purpose. I can summarize that by saying the most effective outreach would be concise and attractively formatted messages which are prepared in multiple versions, which match with the interests of the target, and which are transmitted more than once using a variety of media--mail, telephone, visits--for each contact. It is the facilitators, these regional representatives, who seem to be most effective in developing this initial awareness.

The secondary awareness involved the use of the material that the developers have spent a lot of time formulating, and the use of conferences in which a variety of innovations dealing with the same emphases were featured--early childhood education, basic skills, handicapped programs, special education--theme conferences where a variety of innovations dealing with the same general educational topic are made available. This offers a choice to interested users and allows them chances to compare notes. This, interestingly, had a lot of influence on revisions and refinements of materials. It's a highly iterative process with both administrative and instructional representatives involved. It provides a chance for both the practitioners and administrators to get first hand understanding of what's available. Facilitators provide the resources to try to enable school people on limited budgets to attend these awareness conferences. The enthusiasm, the energy, the charisma the developers have in making their presentations has a lot to do with these changes. I mentioned before that I think that had also a lot to do with their JDRP approval.

The third component is the training, which, compared to the other components, becomes very expensive. During awareness we see low cost activities accomplishing wide scope outreach so that the unit cost is small, keeping it all within the total resources available. However, training becomes more focused, causing the unit costs to increase. The training becomes very expensive in time, resources, and dollars, and the materials are an additional factor. Because of this there is a lot of interest in sorting among those who would be window shoppers versus those who are genuinely interested in making an effort to implement an innovation. Efforts were made by many of these change agents to sign contracts with the adopters to get firm agreements. A lot of techniques were used, but the skill with which the change agent could sort out window shoppers from genuinely interested educators had a lot to do with the effectiveness of the training. What we saw here that was important was the provision of at least some training prior to attempted implementation. One should not expect locals simply to be able to put something into practice without some preliminary training. It should be delivered by somebody that really knows what's going on -- who shares the view, the perspective, who understands and is sensitive to the world of practitioners and who knows the problems they deal with. There must be a lot of emphasis on the why as well as the how to. Philosophy is an abstract concept, but it's crucial that agreement at a philosophical level occur. Users have to feel that what they're doing is consistent with their values or with their educational philosophy, or they will be reluctant to buy in. We have seen examples of what happens when they are reluctant, when they are not convinced philosophically that what they're doing is correct. It's disastrous.

We had less of an opportunity to find information about the implementation and assimilation stages because, as I mentioned before, the timing of the study is really not appropriate for this area. There wasn't really an emphasis on the assimilation, incorporation, institutionalization--whatever you want to call this phase where it becomes part of standard operating procedure. But at least some post-implementation training turned out to be very essential. This would be something that comes about possibly in the second year, and includes followup assistance, hand-holding, and moral support

because of the difficulties associated with substantial change in schools. The more of this follow-up assistance, within limits, the more successful the local efforts to continue with the implementation. When this followup assistance was lacking, early gains disappeared. Often we would find there was an adoption in name only, but no real change in practice.

What, then, does all this have to do with the interest the chiefs might have in their own dissemination programs? Because of what we learned about how and why the total system worked and brought about successful change in schools, there are some lessons here for individuals interested in designing state level programs.

First is the quality control component--something that specifies what somebody thinks is the right thing to do. It seems to me the more concensus and the more visibility surrounding that delegation of procedure, the more effective it would be. But without it, there is not any guidance for users other than what they could get on their own. They simply have to follow their hunches. What we see in those situations we have seen in other efforts to introduce change. They tend to be reluctant to do anything. They don't want to take a chance. If they have been burned before, they are gun-shy.

The nature, range, and emphasis of the innovations are also important, referring more to the opportunity for local choice. The fact that more than one way of achieving a given educational improvement for a given curricula is significant; there are multiple offerings in almost every category, and I suspect that that has been expanded.

A third crucial component in our analysis of this system was support of demonstration sites, where an operating version of the innovation is available for close scrutiny. The individuals who developed it and are part of the staff can be accessed, can be talked with, where abstract concepts take on a more concrete appearance, where some subtle concerns that school people have about what this will mean for them can be at least partially answered. This happens in stages. It is enhanced when there is provision for some monies through the network operations to transport people from their home LEAs to the demonstration site.

It's not entirely clear what the independent weighting of these factors is. They each contribute, but we don't know which is the most important. Our analyses, both imperical and logical, suggest the absence of any of these is going to be severely detrimental.

The specialization of the change agents which I mentioned earlier is somewhat novel, but not completely. It appeared more novel at the time of our study, but I think it's becoming more conventional. Linkers need an orientation as a legitimizer, a broker, a gatekeeper, a process specialist--someone who has administrative know-how, an individual who is relatively well connected. Similarly, a developer who has a practitioner orientation, depth of experience, has great knowledge of both the content and method that's going to be appropriate for making the innovation work, is especially effective. This is somebody who has a lot of practitioner know-how--not necessarily administrative, but practitioner know-how.

The successful role negotiations of facilitators and developers is also vital. The facilitator has a responsibility to provide access to a given set of innovations to the constituents, to the locals in the region. The facilitator has to be convinced that the developers really have something they can deliver--that they're going to be compatible with the locals in this district--so there is some subject screening that takes place on the part of facilitators. Similarly, developers have to make judgments about what

facilitators they can work with, what sort of freedom they are giving up in exchange for assistance they are getting; what modifications, if any, they're going to have to make in their style to get along with the kinds of clients that the facilitator is linking them up with. A lot of these trade-offs have to occur, and there really isn't any clean way one can force them; they almost have to occur through a natural sequence of processes.

The sixth component we argue had a lot to do with the success of the operation, and is specific to the time at which we were studying the NDN. It was, at that time, we argue, a temporary system. The mission wasn't clear; there weren't a lot of procedures--there weren't norms that merged out of previous efforts. This was in a sense the first effort, with a lot of energy, a lot of flexibility. This has an important message for states interested in creating their own systems, or at least in adopting or trying to create versions similar to those already operating. One method I would suggest is not to try to formalize the system too early. We don't know enough really; we can only guess from patterns that we see happening elsewhere.

Coupled with that was a low profile federal management. The federal managers of this program did not pretend they knew it all. Rather, they allowed the collection of change agents to come up with their own knowledge base. There were not a lot of heavy regulations imposed. They were only minimal; and they usually dealt with reporting periods and cost accounting, and even then they weren't very tight.

There also needs to be some sort of centralized information system--we'll call it the technical assistance component, something that allows individuals in the system, at a very low cost, to become continually updated on what's happening. That's become much more sophisticated in more recent years. If we take these issues together that count for what led to the overall success of this change program and try to create analogs at a state level, I think this should be helpful to the Council.

There are other implications that we feel derived from the study of the NDN. One is the role of states in the JDRP process. At the time the study was conducted, the joint dissemination review panel consisted pretty much of area chiefs in the Office of Education and in the National Institute of Education. States didn't really have much of a role in deciding among the program offerings or even in submitting candidates. The rules allowed only those programs receiving federal support and nominated by the program monitors to be considered by the review panel. To the extent that some input on the part of state agencies in the review process is provided, the more active state participation in the system is likely to emerge. I say that because one of the things we noticed as we looked at facilitator operations is that few of them were really connected with the states. That isn't necessarily by design; the program had to operate with what was available. Furthermore, at the time, because of a technicality in funding, facilitators, even though they represented states, had to be funded through local districts; this probably created a little bit of a problem. In order to get more active participation of states in this sort of dissemination system, they have to have some sort of way of inputting their priorities into the review process.

A second consideration regards the coordination of the facilitator activities within the states, both organizationally and programmatically. If there's going to be a trade-off between the competence of a state facilitator project and its connectiveness at the state level, that I would go for the connectiveness over competence, if there is agreement that states have to view themselves as partners in an operation like this. The reason I say that is, to the extent that state agencies perceive a facilitator operation as a rival system, they will take steps to cut it off and will have very little to do with a system as a

whole. We saw this happening in at least two states that we investigated; although it was controllable and correctable, it was unfortunate. I would also suggest that states be encouraged to operate their own state diffusion networks, but not in competition with other programs. It is unlikely that a state diffusion network would supply resources either to export validated practices to other states or to expand the resources bringing in outside innovations. The notion that makes the NDN strong is that any innovation created anywhere in American public schools, or private schools, becomes available to virtually any interested other school district. That's the power of this system. It provides for very low-energy access to the state-of-the-art in educational improvements. If states were to operate separately from this national perspective, it would be cutting off, or at least reducing the likelihood, that many very important developments would be available to their constituents.

A third set of considerations would be those associated with incentives for increased state participation in a national system. When we conducted our study, few states had much in the way of dissemination program or policy.

It doesn't appear that an awful lot of progress, aside from capacity building which has developed a lot of awareness in states regarding the importance of dissemination, has emerged. But the systems or the procedures and policies, so far as we can tell, have not yet emerged. We advised the Office of Education that states would begin to take dissemination seriously because of the reduction in available resources; we just are not going to have an era like the late 60's and early 70's again where monies were available for initiatives on local levels. Because of the climate of opinion critical of public education and the demands for improvement, and because of the changing image of dissemination, it is something far more acceptable than it was five years ago. I'm not quite sure what the significance is of some of the comments today about state officials not really feeling comfortable with the phrase dissemination. I suspect what it may mean is, because of earlier images of dissemination, they would prefer a different word that is uncontaminated--one that reflects more what is now a different view rather than simply spreading the word.

In response to the RDU findings, I thought I would mention a few points here that I thought were interesting and consistent with things that we have found. You assert that decision involvement of the adopting practitioners may play a very crucial role in the success of particular operations in the RDU effort. I would agree certainly with that conclusion. There's a lot of evidence that we have gathered since our study of the National Diffusion Network that supports that. It is not clear how one can affect that decision involvement if it's not already a part of the school norm. The involement of practitioners will not occur in the absence of a fairly well-known policy supporting it at the senior district administration level. There are just too many complex issues involving the redistribution of power to allow very much in the way of decision involvement in most school settings. There are some that have successfully shifted their policies to involve practitioners more effectively in many of these decisions. It is interesting that it is not the norm, though, when one thinks that ultimately the practitioners have to put any innovation into practice. If they do not feel they have had a choice, and they still assume the responsibility as professionals for the effectiveness of what they do, one can understand why that becomes such a controversial issue, why it is so important.

Doren and Gene referred to institutionalization more as a formalization. I don't mean to be critical here. I guess what I'm concerned about is that at least we make an effort to keep the cart behind the horse. Keep the situation such that the changes in standard operating procedures occur before we formalize the structure and give it

names and so forth. To me, institutionalization can be dangerous if it totally represents the emergence of a lot of regulations. Then it becomes just token institutionalization. It simply becomes a number of additional regulations. When you think about it carefully, the more interventions having regulations that we impose upon local school districts, the more difficult we are making it for them to adapt creatively to the situations that they are constantly confronting. That is to say, every intervention that we make on a school in an effort to help them usually ends up hindering them, simply because of the organic nature of the school.

Doren and Charles both referred to the trends towards centralization of dissemination activities in the states. In that same vein, I would suggest that it is important to note to the chiefs that as they take on a stronger role in forming state policies, these constraints will cut into the current variation in the collection of locals that exist. There is a wide range of conditions within which local districts have to operate. In order to encompass that range--in order not to constrain it--one finds that one has to stay away from formalizing policies. One has to allow for a great deal of flexibility. The chiefs probably know this better than anyone else. Still, it would not hurt to reinforce that notion in any recomendations we make to them.

5. A Study of the Development and Functions of Education Service Agencies

ROBERT STEPHENS

What I am going to report on today is primarily a descriptive study of education service agencies as they are developing across the country. The descriptive studies are one of nine major products of a series of efforts looking at service agency operation. I will cite briefly from three of the other products beyond the one that we are going to concentrate on today.

What I want to do today is concentrate briefly on some of the organizational features of probably the biggest development of school government in this nation at the present time. Then I will pull out some additional observations that we made in the study that seemed to us would make a case for adding this development to the agenda that the Council is considering in its dissemination project.

In the descriptive study, which was the core project, 31 state networks of different types were involved. We think that the title of the units represent the universe of service agencies of this type in the nation. Eleven were special district units that met state and local priorities. There were seven we called regionalized SEAs; these seven represent the most extensive development of regional branches of the state education agency. We did not include arrangements in some states. For example, Illinois has set up two branch offices which are largely for administrative functions. New York has a regional office in New York City. Those are excluded. We think these are the seven most exclusive arrangements of this type in the country.

Thirteen are what we call cooperative systems. These are representative of service units that exemplify cooperation among school districts and is probably as old as public education; we make no claims that we included all.

The classification system used in the study, and our priority classification system which was confirmed in the study, we think are an important contribution to sorting out all of the different kinds of arrangements that are emerging in the nation. Those three

types of service units, when one looks at them in terms of four central features--legal framework, governance, programs and services, and fiscal support--are a relatively neat taxonomy. There is some ambiguity, and it's a little fuzzy in some instances, but you can take most of the developments and relate them to those four pieces. We think the system holds up. The key point here that I would highlight is that special district units--those 11 systems--tend to be either explicitly, or in some cases suggested, designed to serve the interests of both the state and local school districts with a mix of programs.

In contrast, as one might expect, regionalized systems, where the mission is almost exclusively determined by the state education agency and the cooperative systems, tend to offer programs and services determined solely to serve members of the collaborative.

Just a few data about development. Earlier we made the contention that the use of education service agencies is the biggest development in school government in recent years. You can trace some of the service units back to the initial constitution in California; however, most of this development has been in the last 15-year period, which is approximately the period of demise of the local school district reorganization in this country. (For all practical purposes, local school district reorganization is really not a public policy choice in most states, or so the evidence would suggest, even though declining enrollments, especially in rural areas, and economics of education would suggest there might be a renewal of that effort. Not so.)

Another view of the development of these units--the major interest in the decade of the 70's--seemed to be in the cooperative system. It seems to me that that spurt of interest in the cooperative system came about because of the less controversial nature of a cooperative and the greater ease of implementing cooperatives versus the other two forms.

The special districts tend to have governing boards, and they tend to be elected, although different methods are used in the election process. In some cases a representative is selected from member of local school districts. In other instances they are elected by popular election. The regionalized tend to have very large boards, and they tend to be representatives of local school districts. The cooperatives have varying systems of selecting board members, but most typically they come from local school districts. In a large number of instances they represent the professional staff of those school districts.

A few other baseline data about these units and then, we can talk about potential significance of this development for state education agencies and for state systems of education. In most of these units, the use of advisory committees is fairly extensive. Most units are heavily engaged in vocational technical programs and programs for the handicapped, where federal requirements for advisory groups are mandated.

We go to funding next. The regionalized systems' funding is almost exclusively state and/or state/federal. The special districts are dependent upon a variety of funding sources. On the average, those 11 networks receive 41 percent of their funding from the state, 38 percent from local sources, and 18 percent from federal sources. Things change in the cooperative systems. A key point here is that in only four of the 24, excluding the regionalized units--New York, Pennsylvania, Iowa, and Michigan--do the regional units expend more than four percent of the total expenditures for elementary and secondary education in that state. Pennsylvania, because of its heavy involvement in special education, leads the country. Seven and a half percent of the monies expended for elementary/secondary education in 1978 were administered by the 29 IUs in that state. Is that a lot? I don't know. I think it's an important factor.

In terms of programs and services thrust of the service units regardless of type, regardless of the differences, we'll mention in a moment. When looked at as a group, they tend to fall into some commonalities--tend to be deeply involved in programs for the handicapped, vocational occupational education, curriculum services. In all cases I'm talking about either planning or the provision of technical assistance, and in some instances the direct delivery of services. Staff development, planning services, and federal program coordination are some of the more significant ones. If there are some common features of that profile, it would go something like this. Service units, when you look at their programs and services and you attempt to discern some kind of common elements, you tend to find one or more of the following present. There tend to be service units engaged in programs where staff expertise is prerequisite, where substantial startup monies are prerequisite, or where sparsity of students, especially of handicapped, is a prerequisite. I think the importance of this is that there is a rough kind of rationnale that is emerging with regard to why service units are taking on certain functions and why they seem to be minimizing others.

Those programs and services can be further classified in a meaningful way as follows. Some units are deeply involved in providing direct instructional services to students who are enrolled in LEAs. For example, in the State of Iowa the service units have assumed the primary responsibility for the implemention of P.L. 94-142. Another example would be where the BOCES of New York State are out front in terms of vocational technical programs.

Instructional support services are another major thrust of units. You find all three types of service units deeply involved in the provision of these kinds of services to local LEAs. Management services for LEAs also tend to be prominent in the program mix of all three types of service units. The special districts, but not the cooperative systems, seem to have assumed a number of responsibilities for services for the state education agency, like teacher certification and some of the development of the demographic profiles on local school districts, especially attendance figures. In some instances the service units serve as the dispersing agent for state aid. A few of the special districts, and even a smaller number of the cooperatives, tend to be engaged in services for other agencies, especially non-public schools. Also we are seeing the emergence, though meager at this point but nonetheless a discernable trend, of where service units are engaged in joint programming with other health and welfare agencies.

I would like to give you some notion of the staffing patterns of these units. We were able to identify approximately 40,000 professional staff working in 250 service units. Most of them are concentrated in the more comprehensive special district systems. Further, most are concentrated in what we call the big four of the service units—New York, Pennsylvania, Iowa and Michigan.

What are the potential implications of this development to state systems of education? One of the exercises we engaged in was to try to look at the data from a number of separate cuts. Two of them I would like to highlight today that refer directly to the purpose of this meeting. In one instance we asked how we could provide information regarding the ability of service units to contribute to priorities of state systems of education. What we did then was to identify 14 statements or themes of what we said were universal priorities. These were universal priorities that varied from state to state, but it is possible to suggest the thrust of universal kinds of priorities that policy planners in all states are confronted with today and in the forseeable future. Using that list, we then identified a number of other considerations which would help us get a handle on this notion of what extent service units can assist in responding to those universal priorities. We developed seven kinds of considerations.

First, we tried to determine the adequacy of the legal framework in which those systems operate. If the legal framework was relatively clear with respect to mission and function in a service unit, then we could suggest that service units were legitimate partners in the state system. That gave them some prerequisites that wouldn't be possible if they were outside the state system, or quasi-members. Another consideration was to determine to what extent the service units contribute to priorities of the state. Were they statewide in scope? That was important to us because if they were, then they possessed the ability, or potential ability, to relate to each local school district in that state. Another consideration asked if the unit was mandated versus permissive. We tried to suggest here that if it were mandated, then it could relate to the local school districts in ways that were not possible if it were established in some other approach. Another consideration related to organizational stability. Is it one of those operations that might be here today and gone tomorrow? The importance of that, and I think the rationale is fairly obvious, is to try to distinguish between organizational stability and legal framework. If they possessed some features of organizational stability, then the odds are that one could assume that the service units possessed a degree of continuity to potentially engage in responding to those state priorities, many of which are long term and require time to develop, implement, and evaluate.

A fifth consideration was to measure in some degree the unit's fiscal resource base. A reasonably definite resource base was terribly critical if we were expecting an organization to pool resources from a wide variety of sources in order to respond to a state priority. Our sixth consideration related to comprehensive staffing resources in order to respond to those priorities, many of which require concentration of and best use of highly qualified staff. Then finally, did they offer comprehensive programs and services? This was important, because in order to respond to a specific priority, the units would have to have the ability to concentrate and piece together varying program components, presumably from many sources.

Let me discuss the results of this kind of assessment. First, understand that there are exceptions to everything I am going to say. Special district networks were able to make important contributions to two of those 14 we call governance priorities. They were able to contribute to many of the service units' special district priorities, and particularly were able to facilitate the establishment of platforms across a state for the resolution of state and local interest conflicts, which we identified as a governance priority confronting most states. The special districts units, because they were legitimate partners in the state system, facilitated the creation of platforms, and that was the case in many instances across the country. Another slightly different, but related, contribution was that many of the special districts network were also able to improve the state/local partnership concept in education by facilitating necessary state regulatory processes. This varied,but it is one view of the sequential steps in the state regulatory process. Our contention was that improving this system was a priority--to promote state systems of education. Service units were making important contributions to the efficiency of this system by improving the quality of the decisions that were made, either in the identification of the needs, like in Texas, where those twenty regional units are deeply involved in planning, not just for the state regulatory system for education, but also by feeding data into the system that becomes part of the state profiles. It just has to be, in my judgment, that an outlet process is substantially better because of the involvement of those service units staffed with specialists doing their jobs expertly and with high quality. Other units were engaged in other aspects of what that regulatory system might look like. This whole process, with the exception of leveling of sanctions for non-compliance, was enhanced. There is substantial evidence of enhancement across the country in

that process because of the involvement of service units. Obviously this raises all kinds of other problems, but I am using this now hopefully in a way that would try to suggest that when you look at the question of improvement of educational practice, it becomes increasingly difficult to carry out the new mandates, such as 94-142. The involvement of service units or anyone else in the implementation of that new mandate is helpful. We have to do this in education, and decisions have to be made at the state level to comply with those mandates. Where service units are in place, those state education agencies are able to hit the ground running, because there was a system in place in that state that had people and experience and tradition behind it. In states where there were not similar systems in place, had more difficulty in trying to respond to federal and court mandate.

Another way in which special district networks are able to contribute to meeting objectives is the establishment and maintenance of statewide dissemination capability for implementing a statewide priority. One of the interesting things we found out, for example, is that service units typically have all kinds of networking into all of the other major educational actors in a region. In one sense, a service unit is probably the only agency which has assumed the responsibility in a given geographic area of the state to develop and maintain a regional perspective. That regional unit has become, in many instances, the platform for various educational and educationally related interests to meet. It has become, in many instances, the educational advocate in a region. It has staff members with joint employment with institutions of higher education; it has made legal arrangements with local districts. In some states, especially in Iowa, New York, Pennsylvania and Texas, the state education agency has contributed to the construction of that platform. In some cases representatives of state education agencies meet regularly with local school districts superintendents and other education community representatives in a region. The development of some kind of communication system in a state is terribly important. Regional units, especially those special district ones, seem to be fulfilling an important role in that kind of structure.

Another kind of contribution that service units are making is responding to what is suggested as the theme of universal statewide priorities. In the area of programming, special district units especially appear to be making important contributions in the following program priorities: the provision of specialized services to the general student population; specialized services to special populations of students (handicapped, bilingual); specialized services to staff of local districts; and in other programming ways. Regionalized units--and I would sight in our judgement probably the best example of a regionalized unit is North Carolina--have also made important contributions to those state priorities. They certainly have in regard to one: they helped establish and maintain platforms for the resolution of state and local interests,and they have because of the way they staffed those regional units. Especially in North Carolina they contribute to the development of statewide long range planning capability, and they have contributed to the establishment of statewide communications capability.

Let me suggest a couple of other thrusts that might make the case for the development of education service agencies, in whatever form, and I don't think anyone is foolish enough to suggest that there is a form of service unit that can be adopted by every state in this country. One of the exciting things about education service agency development that makes it a worthy topic for consideration by the Council has to do with these three important factors. First of all, the ESA concept, especially the special district and the cooperative varieties, forces the discussion of a much needed and frequently missing debate about the question of state/local partnerships. You cannot, from our experience based on this study and other extended looks at service

units, really talk about service units without quickly bumping up against that terribly important question. That is a very difficult and complex and an ongoing topic. Not only does it force you to talk about state/local partnerships, but it also forces you to talk about how those functions are to be allocated in a state system. I would suggest to you, at least from my experiences, that that topic is also frequently missing. When you talk about allocation of functions, what does it really take to deliver; what kind of prerequisites do you really need to do long range planning? What kind of criteria do we want to talk about? Or even more directly related to this project, when we talk about dissemination capability, is it somehow going to happen, or can we agree, even if it is judgment, that it takes these kinds of configurations and prerequisites to deliver that function. I'm arguing now from a larger context. We really haven't done much about talking about the allocation of functions in this business, and doing all of the attendent activities necessary to answer that question: how do you split the pot; what is the rationale? What are the economic, administrative, and political criteria that states ought to think about as they talk about allocating functions?

A third kind of rationale for arguing that this concept of service units be high up on the agenda, is that once we talk allocation of functions, we are quickly into another kind of related perspective, and that is the factors contributing to variations in structure. My impresssion, and there is an abudance of evidence to support this contention, is that we have tended to minimize structure. In most of the failures of many well intended initiatives to improve practice of education, whether federally or state initiated, there have been problems of structure. It is not really popular to talk about structural matters, for some reason. The contention is that many state systems in this country simply are not structuraly viably. We are not going to see any major improvements in educational practice in this country until we begin to pay due attention to the structure in which we try to deliver them. The hope is that specialized education service ought to move one into that discussion.

PART THREE: GENERAL DISCUSSION BY THE PRESENTORS

MADEY

As I was listening to the presentations and reflecting on our own study of capacity building, I jotted down several themes that seem to cut through. In some instances several studies included these topics as factors, whereas in others it wasn't addressed as an issue or factor. One theme that I found was low profile federal managment, both in capacity building and NDN. It seems that states liked the low profile that the federal officials kept, and they liked having opportunities to take into consideration their own individual state context in developing their system, whatever it may be. In all of the studies, SEAs and locals seem to be building on existing structures in their states, whether it be their unit structure, or linkers that have already been identified in ongoing positions. We heard some comments on validated versus other types of programs. In our study we pointed out that states tend to use validated programs; other studies say they tend to use them even more. Gene and I have often discussed the good ideas that aren't validated information that may be both useful to teachers and also that do not involve so much change or expenditure of resources. Yet they still make a difference with children in the classroom, and I think we need to keep that other type of program or practices in mind. We talked about training. Capacity building, RDU, and NDN all mentioned either the lack of it or its importance; that was a theme that flowed through the presentations. We all talked about coordination and connectiveness issues; Bob Stephens mentioned the potential role in coordinating and communicating of the intermediate service agencies.

In all of the studies we talked about the importance of the progress that has been made in overcoming the obstacles that were involved in achieving cooperation, but not taking control. All the studies mentioned the importance of strong leadership, whether it be a the CSSO level or at the local district level. Many discussed the importance of the principal and, in the NDN case, importance of that demonstrator developer who could sell his or her project to those people who were in a position to implement it. We mentioned dissemination's relation to on-going school improvement efforts; that was a big point in the NTS studies. We tried to explain the three different patterns that we thought were out there, and that was reinforced in Chuck's presentation on the Network's study. We mentioned in passing that another theme deals with regional support. In the NTS study we mentioned that some of the states were really impressed with the kinds of services that they could get from their RDXs that were helpful in providing training or inservice or other kinds resource development, that helped their whole region build capacity. Karen mentioned in the RDU study that there were problems involved when they dealt with the regional level and looked for changes at the state level, but it may have been that the focus was what was causing the difference.

LOUIS

I think our speakers did a good job of summarizing our commonalities, but I would like to raise three questions that I think are important that none of us has addressed and see if we perhaps have some information that could touch upon them. If we don't, perhaps these are issues that need to be addressed by the people who will be involved in this series of seminars. The first question that we haven't come to grips with is that we all seem to be arguing from a set of assumptions that say that quality of dissemination programs should be measured in terms of school improvement outcomes. In other words, there is such a thing as quality, high impact dissemination which is to be differentiated from the models which some have referred to as simply sending out information. The question we haven't really dealt with, although I suspect the Network study will deal with it, is how can we make the shift so that states find it possible to support the kind of dissemination structures that will facilitate quality adoptions or implementation of new programs or practices.

My final question concerns the relationship between federal officials and the state departments. We have been talking today about ways in which SEAs can structure the administration of their programs so as to achieve these desirable dissemination and school improvement goals, but I haven't seen in our discussion any serious analysis of the ways in which federal regulations and programs either constrain or support state activities at this level. I think that is a particularly critical question because of the fact that the federal government is the one place that state departments do have to deal with. I think these are the three issues that none of us has dealt with that we do have to talk about now or say we just don't know yet. Perhaps we should turn ourselves back to our data and look at it.

THOMPSON

It is interesting that Karen's questions fit with a concern that I had. It seems that we are beginning to know a good deal about what constitutes effective dissemination service delivery at the ground level, and how people in schools can be helped to identify appropriate new practices and choose among them and carry them out in a way that they find useful. Increasingly we are beginning to accumulate some knowledge about the kinds of organizational systems those services need in order to be delivered, but the latter does seem to deal with the issues. If we think know something about the process of

dissemination and support of school improvement at the ground level, how do we make the appropriate organizational arrangements and find the resources to bring that about on a wide scale basis. When John backed up to give a little history, I was thinking that you could see a progression from, as John put it, an ERIC strategy emphasizing provision of research information which was thought to enlighten people and increase understanding, and then turning that into changes in practices. Moving in John's construction to PIPS where you had information on specific practices but in the form of written and packaged information, one was then to convert that into change. Moving another step to the NDN, you have information about practices and materials that were shown to be important, plus certain kinds of training and assistance. Increasingly, within the Network study you see an emphasis not just on pre-implementation training or post implementation training, but also some follow up. Karen was suggesting that effective dissemination includes assistance and training and problem solving processes, plus the other elements that I've mentioned before--information on practices and assistance and implementing the practices before you get effective change. That brought me to the question of whether RDU is a Cadillac in cost as well as in fullness of strategy. I think Karen suggested in her talk that there are various ways of looking at existing people and dollar resources and reallocating them in a way in which you can get a good trade in on the existing model in order to get this Cadillac; and we need to talk a lot more about what additional resources would be required.

ROYSTER

In the sense that we're seeing dissemination at work here and that we are from different companies finding out what our colleagues/competitors have been doing, there are an amazing number of commonalities across the studies. In some ways it would be very important if we could poll the various agencies, and at least get a general picture of what dissemination systems are like, and see the problems we all have. Out of this would come a clearer understanding of some of the critical elements of both building and implementing. The second part is that I still have this feeling that we're missing a part. We have RDU at the local level; we have capacity building at the SEA level. The real question is how we are going to know how we can join the RDU approach with the SEA? The ESA study gave us one possible clue, yet I do feel that is the critical element. How do we get a dissemination system developed in a state that is going to be a cohesive unit and can work with the schools with the best and most appropriate kinds of activities through those people who are called linkers. I think that is a crucial bit of information.

EMRICK

Two of the points that I raised earlier--one that I think is coming out of the discussions today--is the awareness of the need for a greater role of local practitioners in both developing improvements in practice and a recognition that all improvements don't have to emerge from the R&D institutions. Of course many will continue to, but practitioners also represent an important source of improvements of the knowledge in the resource base. Second is an increasing role of these same practitioners in the selection, the adoption and decision process regarding what changes they will in fact undertake. Ultimately they will have to put them into practice. A second point is a clarification of the essential role of the intermediate service units as a appropriate locus for the operation of these linker-facilitator projects and their activities. I still maintain that an emphasis on the connectiveness of the linkers to the state policies and priorities takes presidence over what currently may appear to be indicators of priorities to the linker. In regards to the partnership between the states and federal policies, we have to emphasize the one that would gain a greater usefulness by emphasizing its connectiveness. The other

aspect of the operation is a concern that states tend to want to over-manage, over-regulate activities, as if we knew what the correct network team or dissemination practice is. We don't have that knowledge; we're still searching, but we're getting somewhere. The third issue that continues to come up is quality control. Two sub-issues are involved there: first are the standards and procedures for selecting, identifying, and validating improvements that would be considered appropriate for dissemination. I don't pretend that there are completely defensible criteria for this aspect of quality control. What I would argue is that without any effort of consistent targeting or procedures for setting criteria, we are leaving too much up to chance. The people in locals want some indication of what the priorities really are, and this I believe is what the quality control data serves. It serves to tell people at the local level, this is really what is important. The second aspect of quality control would be standards for judging the quality, thoroughness, and appropriateness in the resulting change--how much modification and adaptation of a given advancement occurs during the implementation process. This again concerns the head count. That I don't think is really being adequately dealt with, and I feel it really needs some attention. Most important, to me at least, that seems to be coming out of these presentations is the emergence of a much more realistic view of the culture and climate of operating schools and how they can be effectively interfaced. This means that at least we are making some progress in our ability to constructively affect change.

MADEY

One issue that wasn't really addressed in the studies was equity, or how to increase equity. It wasn't directly addressed by any of the studies. Gene and I touched on it, but it's not a top priority.

PART FOUR: QUESTIONS FROM THE PANEL

JOHN EGERMEIER, NIE

Two over-arching observations have been made repeatedly. First, that the states are very diverse--even though several presentors suggested that there are some clusters. For example, perhaps there are two or three major types of linkages, governances, philosophies of state level involvement, state roles in improvement, arrangements of intermediate organizations within states, and so on. But there is much diversity among the states. There seems to me to be great difficulty in matching single program models against that array.

The other observation is that the feds are widely perceived to be fostering two kinds of complete dissemination systems. One is content specific, oriented to a particular subject matter area, and laid across that is the more generic dissemination system, which has been talked about most today.

Would any of you care to relate your findings to the dilemma the Chiefs and states have, given the diversity of the SEAs, in sorting out whether a choice is needed between these two kinds of systems or whether, in fact, more resources are needed and would be appropriate--even in tight resource times--to more fully develop both? Are the two approaches competitive in a negative sense, or are both needed?

On the basis of your findings, would it be an appropriate tactic on the part of federal officials, for example, to lighten up the requirements some way and permit greater flexibility for each state to use the resources coming out in a way in which they can pick and choose more freely than they can now to organize a coherent dissemination system within that state? Or does the knowledge base suggest that a single collaborative system model would be best--for example, something like the cooperative extens ion service, with

specialists at the state or intermediate levels and generalists working with people at the local level? Should such a uniform model be advocated by the Chiefs?

It seems to me that there are some findings that might suggest it would be advantageous to pursue one or another of those major choices. Is it possible to begin to sort those out so that the Chiefs could be assisted somehow to consider a coherent set of recommendations?

ROYSTER

I can appreciate the point about this diversity. It is important to recognize the diversity among the states, but at the same time I am not quite so sure that the states are quite as diverse as that. I think a part of what you are asking may be about agreeing on critical elements. It would help us then to provide some help for the states, so that, like a Barbie doll, they can put on different dresses and hats and come up with tailoring from a limited set of alternatives. If one assumes there is diversity, but not that great a diversity, then there are critical elements that we might be able to use to guide us to assess alternative structures and processes.

MILT GOLDBERG, OERI

I would like to address the second issue that John raised, which was the subject versus the generic, and base it to some degree on the experience that I have had over the last four to six months. I suppose when the Chiefs meet they will be able to confirm this or reject it more vigorously, but it strikes me that that is not the question that is being asked--that there are different questions being asked, that the Chiefs are not wanting help on deciding which model to choose or even if there are two models. The questions were something like this: " How can I, in my own agency, in a general sense, develop a greater ability among my people to understand dissemination and what it means and how to do it, on the assumption that no matter how you slice your organization, and that no matter what kinds of programatic differences may exist from organizational unit to organizational unit, that everyone is going to have to be concerned at one level or another about sharing information, technical assistance for the utilization of information, and a whole lot of other stuff that goes into knowledge utilization. There is a general concern about how to improve, if you will, the capacity of the agency and its people to understand and to worry about dissemination. Along with that there is an equally strong concern about how to solve specific problems, and that is not nearly so general as the first thing I just stated. That gets formulated in questions like, look, I have problems in certain kinds of areas, maybe in bilingual education or reading, and I want to know how I can inform and help the people I am supposed to inform about these matters. I am trying, in some ways, to parallel the issues, although the issues are not quite so parallel as the questions that get asked. You can separate them out to some degree in terms of a continuing interest in wanting to build the ability of the people who work in that agency to relate to the field via dissemination activities, via information sharing and knowledge building activities, and the ability to help the people whom the agency is supposed to help.

No matter how you slice it, those questions continue to get asked, and they get asked in a lot of ways. Interestingly enough, since my office was created, I assumed these questions were being asked before, but I know they are being asked of me by the people in the department, people who work in other program units down the hall, and that is very unusual. Statements like, I have this program that we've spent $20 million on and we have developed a lot of curriculum materials and we have a lot of ideas and people using the stuff, but the people who are using it are people I know. There is something here

for them to learn, but I don't know who to turn to. This is someone who has been in the Department of Education for a decade asking that kind of question. It strikes me that that is not dissimilar from the questions that the Chiefs are asking. I would like to make a point, not so much a question. Although I didn't hear all the presentations today, one of the things I hear more and more about the dissemination issue is the question of role. The description of the ESAs brings it home particularly, but it runs through what everybody was talking about to some degree--that the muddiness around discussions of dissemination (and there is some muddiness) exists partly because there is a great deal of unsureness, if you will, about who can do what, and what is the relationship among the various groups that are working at these things. I can't find a program description anywhere that doesn't say it does dissemination. Every program description has dissemination in it, and I have seen that at state, federal, local levels, educational organization levels (don't forget that we are meeting here at the CCSSO; this is the educational organization which represents the chiefs, and there are organizations like this all over town. They represent other groups: the NEA, AFT, NASBE) and every one of those descriptions of programs has a dissemination component. There is a dissemination component described in just about every function of every other educational organization and institution in this country. There is an issue of definition and role clarification that is not addressed very often and has somehow been raised in the sensitivities of some people, partly because we have learned more about the field and partly because we have done more on dissemination. We have become more active in the field and the whole issue of role relationship--what is an appropriate federal role in dissemination and what is an appropriate state role. While there may not be a single answer to the questions, I think the questions are going to be addressed more and more, and I think to some degree may have something to do with these issues as well.

ELLIS

I would like to ask the panel, since you represent pretty wide time frames, if the very thing that Milt was talking about could in fact be a developmental sequence. The original thing was called capacity building, because we didn't know what else to call it. After that it has become much more specific in the RDU. We keep dealing with the ingredients. For instance, the ESAs, which hadn't really been considered when we started all of this, have become an important part of our frame of reference. I guess the question I would ask is, is it possible the developmental sequence will continue? You ask the question, Gene, about who is going to put state capacity and RDU together. I believe Pennsylvania and Georgia are going to show us how. They have already started moving, and I am betting on them doing it. Those are the two I know about, and there are others. There are some you make reference to who used the Regional Exchanges; why didn't the others? Because the Regional Exchanges didn't exist, and were added later. I would like someone to react to that; is it possible that this is on the continuium and is a developmental sequence?

MADEY

I hate to bring the economy into this. If we go back for 10 years, there was lots of money, so we provided or developed services. Now times are tight, money is scarce, and the question has changed to how am I going to make the most effective use of my resources. A chief can ask that, just as he or she can ask at the same time how to develop a greater ability among his or her own people to find out what is going on in group practice. It could be developmental, but I think it could also be tied to the kind of times that we're in.

MARTIN

Since you have mentioned the economy, that is something I am hearing more and more from the chiefs, especially in the letters and comments that are coming back with the survey we sent out to the chiefs. "I know it's good, but explain to me how I can justify putting state money into it, so the good things that are happening can continue." That is a big issue with the chiefs now--do something quick to help us understand so we can approach the state board and state legislature and defend the program.

THOMPSON

Pat, how are you going to respond to that question?

MARTIN

That is what this whole process is all about--trying to respond to that question. That is a big part of what the planning committee is and about.

KANE

Picking up on your question, I think there are some answers that are implicit in these studies, but I don't think the studies provide the answers in the very direct way. Our discussion for the last several minutes has really revolved around the question John raised--content focus versus general purpose. I don't think these studies can answer that question. They weren't designed to answer that kind of question. What the studies tell us is that there is a certain process when one engages in school improvements that seems to work. When you look at the RDU study and John's NDN study, I think you will find that if you approach schools in a certain way and you use dissemination resources in a certain manner (and that is mostly helping people discover what those are), we have a process that works. We don't know if that works only in the generalized approaches represented by RDU and NDN, or whether that works equally well in some of the content focused areas. I suspect it would if content areas were pursuing a similar kind of process. But we have had the process labeled a Cadillac; whether it is or isn't, it is fairly expensive. It is labor intensive whether someone else is paying for that labor or government is paying for the labor; it doesn't matter, it is labor intensive. Therefore, perhaps the economy provides an incentive to the chiefs to answer for themselves in their own state context the question John raises. I don't think we as federal officials can design within each of our program thrusts a dissemination system that is responsive to the research data we have. We heard John during his presentation saying ERIC didn't work in all cases. We now have, 10 or 15 years later, a better sense of how to use information as a tool for school improvement. It is not a simple nor inexpensive process. The economy, therefore, may be forcing us to think about how to implement that process in a more targeted, refined way. It does not discount some of the content focused initiatives but pulls them together structurely at different points in our educational system. I suspect that is the kind of answers we are going to be coming up with in the future.

LOUIS

I would like to make one point about that; there were several RDU projects that were content focused. They used similar structures, and they had much narrower mandates. The Michigan project, for example, had as its mandate helping schools to meet the career education law in Michigan--very specific. They only handled career education, and they only handled things that would let the schools meet the state law. I don't see any reason to choose between those two systems; I think you could have a state level set of structures that could serve both purposes.

ELLIS

Let me make one observation. I feel a sense of obligation to Mr. Hoover and Mr. Chesley and others in ERIC. If they were here they would tell you most assuredly it does work. The difference is that a lot of us have an expectation for it that was unrealisitic--that it was going to solve a lot of problems for everything and there wasn't going to be any room for any of the rest of us and we weren't going to be needed. I used to believe that too. Then we got into it and found the limitations, and since then we've been building onto that. Again I argue that it is a part of the development of a continuum of which all of this is a part.

LOUIS

I would like to comment because I was involved much earlier in studying another successful program, the pilot states program, which was in fact based on ERIC retrieval and screening. People didn't get packages; they got collated sets of information, and so they were engaging in knowledge utilization. It did involve more development at the local level. That was also a successful strategy. We don't have any examples here right now that are not based on packaged practices, and that is very different; that is a small subset of knowledge utilization in education. We have to be careful not to write off knowledge utilization more broadly defined, because we have found that there are a number of very successful ways of getting new packaged practices to people.

THOMPSON

There was a time when there was an enormous appeal for ERIC, and it was only subsequently when Ed, along with others, began to realize that it could do part of the job and not all of it. It registered on me this time around that what you were saying was that essentially you need to view the experience of earlier programs as something which one builds on and distinguish between stepping on their toes and standing on their shoulders.

SANDRA ORLETSKY, AEL

Could the presentors provide a sharper conceptualization of what they mean by institutionalization? What are the defining elements of institutionalized dissemination in an SEA; also, isn't it important to draw a distinction between institutionalization of a dissemination project versus institutionalization of a dissemination function in an SEA?

MADEY

If the audience thought that we thought the projects themselves should be institutionalized, they misunderstood what we were trying to say. The whole purpose of the capacity building projects was to institutionalize a dissemination function and increase the capacity of an agency to carry out those things that were associated with dissemination. We talked about incorporating the project's activities into the ongoing operations of the school improvement process. We did go through a process with the states to come up with indicants of institutionalization; we can't tell you which ones the states have to have.

LOUIS

When we looked at institutionalization, we looked at it primarily to see whether or not the strategies that were operationalized in each of the seven projects that we looked at could be found again. Could we find people doing them? That was one indicator, the

lowest of them. Could we find people who were carrying out or committed to carrying out the strategies? In addition we were interested in whether or not coordination was being institutionalized. We looked at that primarily to discover whether there were any collaborative or cooperative arrangements still going on in any formal sense.

One of the things we observed very frequently in those projects where there was continuation of many of the functions and strategies, was that they were fragmented, and they ended up being absorbed into different parts of the agencies. Only if you understood how the agency operated and knew something about the program could you go in and see it again. If someone just walked in off the street and said, I want to see how RDU ended up, you wouldn't be able to see it. Because we knew the projects, we could go in and find the places where it was still operating. The networks were generally much more difficult; the relationships between organizations were much more difficult to institutionalize, some of them anyway, especially those involving RDXs.

GOLDBERG

There were a couple of things that Pat said that we will need to pay a lot of attention to. We in the field of dissemination are going to have to think about these issues much more than we have in the past. One is the issue of language and the way we use it and the way we talk about the field. We know we will with those who are supposed to be the ultimate constituents of this project--the chiefs. The fact that a number of chiefs have responded to this dissemination survey by asking the central office to find out what it is raises some very interesting questions about the way we have been working with the chiefs and their staffs over the last however many years. When I say we, I mean all of us who have been working in this area. We are going to have to think about this much more explicitly, not just in terms of our relationships, but in terms of the language we use to define what it is we do. That is one thing; the second is the issue of outcome. We have gone through the so-called accountability movement. We will come out at the other end, but a major concern now is how we describe the outcomes and how we are spending the money to accomplish those outcomes. We can't demean the trend; in other words, we can say on the one hand they don't understand what we are about, or they don't understand the process, but we can work at trying to improve people's understanding of that.

On the other hand, the CSSO or the local superintendent who is on the firing line on a regular basis needs to support and wants to support some efforts, for example, like the ones that have been described in the studies. As a matter of fact, they need to be able to say something about those studies in terms of how without those programs or without those monies, in fact, the programs or the agency would be the worse off. That is hard to do; I don't deny it, but the fact is I think we are going to have to think much more about outcomes and the explicitness of the results of what it is we do. One of the reasons for NDN's success, aside from its important impact in a whole lot of school systems across the country, is a reasonable amount of ability of a lot of people who are involved in NDN to talk about it. I wouldn't under-estimate the importance of that. In other words, if you can get different people who are working at different levels of the system to be able to communicate with one another about what it is they are doing, that is a very important component in the potential success in our system. We need to think about it across a whole variety of areas.

MARTIN

The success of the Texas program is a good example. Virginia (Cutter) was always able to talk to the people who had to make the decisions in a language they could understand and didn't make it fuzzy and complicated. They could see easily that the schools were going to improve and people were going to get what they needed in the process.

CAROL REISINGER, CONSULTANT

Bob Stephens mentioned earlier that he thought that all of the things were there that we needed to have to address some of the problems in dissemination at the state agency, and I'm inclined to agree. One of the things we have done is learn a lot. I have a multiple part question. We started with ERIC, and, Karen, you talked about another research project you had been involved in. We have RDU and capacity building and the study that Charles is doing and the study that John did. Ed mentioned the fact that it may be a continuing process. What evidence do you have that in fact we have learned something from all of this?

LOUIS

I don't think there is a direct line between the researcher and the program designer, but I think the way John described the emergence of NDN, it is clear that it was based on a growing set of information about how one can best achieve organizational change. The concept paper underlined RDU as very much based on existing knowledge. The tendency for the research to be out of synchronization with program development is just one of those facts of life; it is never going to change, I don't think, but I do not see any evidence that people are sitting around trying to implement programs which are based on assumptions which have been shown to be false several years previously.

ROYSTER

For myself, the elements are there. It is a kind of creativity of thought processes--putting together as much information as possible. I happen to believe there is a real need to go back to some of those definitions and assumptions that were so important several years ago, but now are causing us problems, and to perhaps rethink them.

REISINGER

Building on that whole idea that we have learned something but perhaps need to do some retreading is sound. Something that Milt said had to do with the fact that perhaps some things hadn't gone on in the SEAs that we thought should have; the chiefs perhaps didn't give us the commitment we thought they should. Capacity building projects failed for a variety of reasons, one of which was no commitment from the leadership. There is some evidence that perhaps we weren't ready to give them what they needed to be the leaders and take a leadership role in dissemination. I really believe from what we have heard today that maybe we are ready to help them become the leaders we think they should have been five years ago. My question is, what are some concrete things that we can do? One has been made very clear, and that is to get rid of dissemination-kind of talk. What are some of the other things we need to do? I think we are ready, and they are ready.

EGERMEIER

It seems to me it is only when a state starts trying to develop and sustain a generic dissemination mode that it really becomes a problem for the chief or department head to provide leadership. As you pointed out, each of the content specific programs has dissemination as one component. Whoever is the program head has a responsibility to keep the dissemination going, and that is simply one part of an overall program management, so it's a leadership issue.

STEPHENS

I would like to extend Milt's comments about how we package our products, and about the language we use. A good example is Iowa, where last year Commissioner Bob Benton was able to get through the legislature, typically very conservative about education matters, about $2 million in additional monies for media centers. They didn't call that dissemination, but that is what it was. They called it school improvement and emphasized the quality of education. That may be an isolated case, but I think it is useful.

Another thing we might do--I don't know if this is a novel idea or not; it doesn't make any difference. I think it has some merit, and if you want to speculate a bit, I think people will be asking this kind of questions increasingly, considering the federal role in education. What would be the feasibility of calling a moritorium on things and looking at what we have--look at the best of research, develop some consensus, force the profession to say, yes, this is the best and here are the gaps and proceed from there. I think there is a lot of merit to that idea, which is frightening; it's loaded with all kinds of problems, but to my mind there is some merit to that. I think it would be an option that the profession ought to consider.

LOUIS

I think you run an enormous danger in doing that, as you already see in the medical profession, where from year to year you get different signals. One year you're supposed to get one kind of test every year, then later they are saying that is all wrong, it's every three years. When you get these kinds of shifts, it has enormous impact on public confidence. We have a problem with public confidence, and I would hate to see the profession certifying the one best way to teach reading when three years from now there would be another best way to teach reading. That is probably not a good idea in dissemination, in reading, or any other area of education.

STEPHENS

I acknowledge it has some problems, but would you also acknowledge though that the present conflicting views about how one does things also has caused a lack of confidence? I'm not arguing for the defense.

APPENDIX 2

Agenda for meetings of the project Study Group

November 6, 1980

MEMORANDUM

TO: Dissemination Study Group members

FROM: Pat Martin Pat

Enclosed is a brief agenda for the meeting of the Dissemination Project Study Group at the annual meeting. We are scheduled for Saturday, November 15, from 3:45 p.m. until 5:45 p.m. in the Van Buren Room.

Because this is our first opportunity to get together, I would like to keep the agenda informal and open. The basic design for the project is relatively complete, and my main goal for our meeting is to get your reaction and input to that design.

I appreciate your willingness to participate in this activity, and I am looking forward to seeing you at White Sulphur Springs.

PM:mmt

Enclosure

AGENDA

Dissemination Project Study Group

3:45 - Introductions

3:50 - Overview of project
- Purposes and goals
- Activities to date
- Schedule of future activities

4:15 - Role of Study Group

4:30 - Outcomes of November 12 seminar

4:45 - Review of preliminary results of state survey

5:00 - Recommendations for regional meetings

October 29, 1981

TO: Dissemination Project Study Group Members

FROM: Patrick Martin

SUBJECT: Agenda for Annual Meeting

Our group is scheduled to meet at the Annual Meeting in Portland on Saturday morning at 9:30. I realize that some of you may not be there by then, so let's keep it flexible and meet at a different time if it is more convenient.

As you know, the major item we have to discuss is the recommendations that will be considered by the membership. Copies were sent to you last week. If you have any major changes you want to suggest, please call me and I'll get that done in advance.

May I suggest the following agenda for our meeting:

--Recommendations: Content and Format

--Recommendations: Method of Presentation to the Membership

--Recommendations: Method of Presentation to ED (if approved)

--Update on Project Activities

--Prospects for Future Dissemination/School Improvement Activities at the Council.

I'm looking forward to seeing you in Portland.

APPENDIX 3

Agenda for meetings of the Planning Committee

President
ANNE CAMPBELL
Nebraska Commissioner
of Education

President-Elect
ROBERT D. BENTON
Iowa Superintendent
of Public Instruction

Vice President
A. CRAIG PHILLIPS
North Carolina Superintendent
of Public Instruction

Directors
JOSEPH M. CRONIN
Illinois Superintendent
of Education

CALVIN M. FRAZIER
Colorado Commissioner
of Education

WILSON C. RILES
California Superintendent
of Public Instruction

THOMAS C. SCHMIDT
Rhode Island Commissioner
of Education

RALPH D. TURLINGTON
Florida Commissioner
of Education

CAROLYN WARNER
Arizona Superintendent
of Public Instruction

Executive Director
WILLIAM F. PIERCE

December 16, 1980

TO: Members of the CCSSO Dissemination Planning Committee

FROM: Patrick Martin

The first meeting of the planning committee has been scheduled for Thursday and Friday, January 8-9. We will begin on Thursday at 9 a.m., and will end our work by noon on Friday. We will meet in conference room 337 in the Hall of the States, 400 North Capitol.

Tenatively, our work will follow this schedule:

Thursday

9:00 - Overview, Martin

10:00 - Logistics: number of meetings, length, location, etc., Martin

11:00 - What are the givens: what can we do, what can't we do, Reisinger

1:00 - What past experience tells us about getting chiefs involved: Susan Bailey, CCSSO sex equity project, and Glen Whaley, CCSSO CETA project

2:00 - Formatting the meetings: what do we do first, next, third, etc., Pascarelli

3:30 - Materials: what do we need, when should the participants get it, what role does it play, group discussion

Friday

9:00 - A preliminary look at the results of the November 12 briefing and the CCSSO Dissemination Survey, Martin

10:00 - How can we use data in this kind of situation: what do we use, how do we prepare it, how do we help chiefs understand its significance, Loucks

Noon - Wrapup, time and place for next meeting, Martin

APPENDIX 4

REVIEW OF THE RECOMMENDATIONS FROM FORMER DISSEMINATION STUDIES, PREPARED BY THE PROJECT DIRECTOR FOR THE QUAIL ROOST MEETING

A. Development of national/state dissemination systems/configuration.

Dissemination Analysis Group recommendations

1. The DAG recommends that a careful mapping of the present activities against the list of eleven problems (as identified by the DAG) be carried out by the personnel involved and adjustments made, if possible, to fill any gaps.

2. The DAG recommends that as additional resources become available for dissemination, some be targeted on the gaps to provide a balanced and coordinated Federal effort to deal with the problems.

3. The DAG recommends that the groups engaged in Dissemination System Development be charged with examining for possible wider use the workable dissemination approaches that have been developed in the operating programs.

4. The DAG recommends that the groups engaged in Dissemination System Development be charged with providing (and developing the capacity to provide) technical assistance to operating programs so that their dissemination activities fit into a nationwide dissemination system.

5. Establish consistent definitions of dissemination in law and in practice.

6. Establish planning mechanisms at the Federal, national, regional, state, and sub-state levels.

7. Establish administrative mechanisms at the Federal, national, regional, state and sub-state levels.

11. Develop a shared nationwide vision of a comprehensive educational dissemination system.

15. Initiate efforts to create ad hoc planning groups at the national, regional, state, and sub-state levels, consisting of representatives of all the agencies presently engaged in educational dissemination.

18. Induce the development of administrative mechanisms which can handle the coordination requirements of the national, regional, state, and sub-state components of the nationwide system.

22. The DAG recommends that the level of development in dissemination be increased and focused on the requirements of creating a nationwide system.

24. The DAG recommends that the gathering of basic descriptive data on agency and individual involvement in dissemination be immediately undertaken, and aggregated to guide policy makers at the local, sub-state, state, regional, and national level.

28. The DAG recommends that the Federal government initiate efforts to develop a shared vision of what a comprehensive, nationwide dissemination system would entail.

42. The DAG recommends that new legislation be initiated to encourage and support the establishment of sub-state service agencies (or the improvement of ones that already exist) to provide the dissemination link to local schools.

Interstate Project on Dissemination

1. That the educational community adopt a consistent statement relative to dissemination activities and possibilities for expanding their scope.

2. That state education agencies recognize dissemination as a major function and move toward development of a coordinated, integrated system within each agency.

4. That a plan for a nationwide system for sharing education knowledge be developed and implemented.

5. That adequate resources be allocated for dissemination activities at both the state and federal levels and that legislation encourage development of an agencywide dissemination function at all levels.

1977 Statement of Agreement

1. The purposes and outcomes of dissemination activities are many, ranging from acquiring knowledge for its own sake to specific improvements in educational practice. Although the adoption of innovations and changes in practice are possible outcomes, dissemination activities can also lead to decisions to maintain existing practices rather than to change.

2. A number of efforts have been made to define the word dissemination. These efforts make it clear that several meanings are possible when the word is used. The DAG has delineated four possible usages; it is recommended that future usage make clear which, if not all, are denoted.

3. The development of a nationwide dissemination configuration can enhance improvements in educational practice. Such a configuration should be open, nonprescriptive, and multipurpose. It should be influenced by all levels of government and by other groups and individuals, and not dominated by any one.

4. An effective nationwide dissemination configuration will require a broad, integrated resource base of knowledge. Information about educational research and development, practices, policy, and legal matters should all be available through an ERIC-compatible index and a universally available set of access systems. These resources should be based on the current ERIC system, enlarged to encompass the resources of other educational information systems and clearinghouses, as well as the addition of new types of data files as appropriate. Quality control of resources should be maintained. Adequate information should be provided so that the users may judge and evaluate these resources for their own purposes.

5. Resources should be accessible to and supported by a variety of means and styles of linkage. The styles by which such linkage services are available should be broad and nonprescriptive.

B. Training/Staff Development

Dissemination Analysis Group

4. The DAG recommends that the groups engaged in Dissemination System Development be charged with providing (and developing the capacity to provide) technical assistance to operating programs so that their dissemination activities fit into a nationwide dissemination system.

8. Initiate widespread training programs.

19. The DAG recommends that the Federal government initiate efforts to substantially increase the number of trained dissemination personnel.

20. The DAG recommends that the Federal government initiate widespread user training programs in dissemination.

41. The DAG recommends that new legislation be developed to create training programs in dissemination.

Interstate Project on Dissemination

6. That NIE and USOE, in coordination with the Dissemination Leadership Project, provide for the identification or development of technical assistance and for access to such assistance by states as they develop dissemination capabilities.

7. That programs of inservice and preservice training be developed and funded.

C. Research and Evaluation

Dissemination Analysis Group

9. Improve research, development, evaluation, and the collection of descriptive data.

21. The DAG recommends that the level of research activity in educational dissemination be increased substantially and organized into a coherent agenda so that the results are cumulative.

22. The DAG recommends that the level of development in dissemination be increased and focused on the requirements of creating a nationwide system.

23. The DAG recommends that evaluation of dissemination efforts be part of all significant dissemination contracts. In particular, experiments should be undertaken to improve the quality of evaluation information on materials and products.

24. The gathering of basic descriptive data on agency and individual involvement in dissemination should be immediately undertaken, and aggregated to guide policy makers at the local, sub-state, state, regional, and national levels.

40. The DAG recommends that new legislation be developed to provide much more support for research, development, and evaluation in dissemination.

Interstate Project on Dissemination

8. That dissemination activities be regularly reevaluated in light of the state-of-the-art and recommendations for improvement be made.

1977 Statement of Agreement

6. Dissemination, including the Nationwide dissemination configuration, should be an object of study and improvement in its own right.

9. The long term vitality of the National Dissemination Configuration is dependent not only on more effective utilization of existing knowledge and resources but also on the continued support for appropriate research and development so as to renew the knowledge base.

D. Funding

Dissemination Analysis Group

2. The DAG recommends that as additional resources become available for dissemination, some be targeted on the gaps to provide a balanced and coordinated Federal effort to deal with the problems.

10. Increase financial resources for dissemination, and provide for flexibility of use.

16. The DAG recommends that the Federal government provide initial resources to develop plans for the state and regional components of a nationwide dissemination system.

17. The DAG recommends that the Federal government provide incentives for state and local resources to support the planning efforts.

25. The DAG recommends that explicit allocations of Federal resources in dissemination be established in all appropriate Federal programs.

26. The DAG recommends that provision be made for the flexible use of some portion of such resources at the Federal, regional, state, and sub-state levels.

27. The DAG recommends that legislation be prepared to authorize and appropriate funds for increased R, D, and E activity, and increased training for dissemination.

40. The DAG recommends that new legislation be developed to provide much more support for research, development, and evaluation in dissemination.

Interstate Project on Dissemination

5. That adequate resources be allocated for dissemination activities at both the state and federal levels and that legislation encourage development of an agency-wide dissemination function at all levels.

1977 Statement of Agreement

8. Support for such a configuration must be cooperatively shared by all participants and beneficiaries. The development of this configuration will require the expenditure of both fiscal and human energy. These resources are obtainable only through efforts that focus on cooperative and accommodating relationships among participants for the mutual benefit of all.

E. Department of Education Internal Operation

Dissemination Analysis Group

12. The DAG recommends incorporating the comprehensive conceptual definition of this report into the general law governing Education Division activity, i.e., into the General Education Provisions Act.

13. The DAG recommends employing consensus building processes to develop consistent but appropriate specific definitions for each relevant Federal law, set of regulations, and program guidelines.

14. The DAG recommends taking steps to bring about the general use of the general conceptual definition, and the specific applications of the definition to particular legislative authorities.

29. The DAG recommends that immediate steps be taken to establish a planning and policy-setting capability in dissemination that is genuinely Division-wide.

30. The DAG recommends the constitution of the Dissemination Policy Council as a permanent body, with a small staff and budget, to set Division-wide policy and to coordinate dissemination planning efforts.

31. The DAG recommends the creation of a dissemination program manager's panel (managers of all programs in OE and NIE which have dissemination authority) to bring up dissemination policy issues for resolution by the Dissemination Policy Council, and to work out operational details in implementing Division-wide dissemination policy.

32. The DAG recommends that a communication system for sharing information Division-wide be created internally.

33. The DAG recommends that a system for clear communication with clients and Congress be established.

34. The DAG recommends the immediate creation of a simple administrative mechanism to determine the "fit" between plans and activities in dissemination and overall Division dissemination policy.

35. The DAG recommends the establishment of a "post-implementation" review as the administrative procedure. This would involve the clear communication to all units engaged in dissemination of Division-wide policy and the criteria by which activities will be judged; periodic reviews of each unit's activities; and the provision of technical support to assist program personnel in dealing with activities which are not consistent with established policy.

36. The DAG recommends that the staff to the Dissemination Policy Council organize the post-implementation reviews on a regular, rotating basis.

37. The DAG recommends that resources be allocated so that personnel in the Dissemination System Development groups provide any needed technical assistance to other programs.

E. continued

38. The DAG recommends that during the six-month organizational study mandated by Congress, a contracted management review of dissemination be conducted to recommend organizational adjustments to dissemination activities consistent with the rest of this report.

39. The DAG recommends that new legislation be developed to incorporate the general conceptual definition of dissemination in this report into the GEPA, and appropriate specific definitions into other relevant authorities.

Interstate Project on Dissemination

3. That roles and responsibilities of organizational units under the Assistant Secretary for Education be clearly delineated in relation to dissemination.

APPENDIX 5

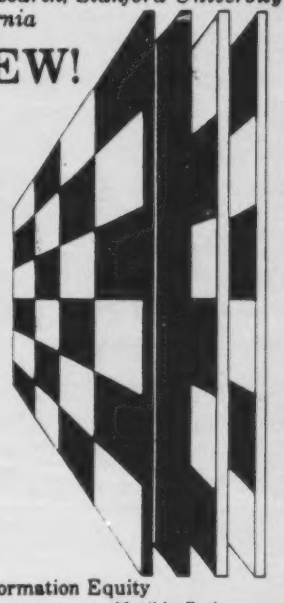
FLYER ANNOUNCING THE AVAILABILITY OF THE BUTLER/ PAISLEY BOOK

SAGE PUBLICATIONS
The Publishers of Professional Social Science
275 South Beverly Drive, Beverly Hills, California 90212

KNOWLEDGE UTILIZATION SYSTEMS IN EDUCATION: Dissemination, Technical Assistance, Networking

edited by **WILLIAM J. PAISLEY**, *Institute for Communication Research, Stanford University*
& **MATILDA BUTLER**, *President, EDUPRO, Palo Alto, California*

NEW!



How do teachers and other educational practitioners communicate new knowledge (such as results of research studies and outcomes of experimental programs) in the field of education? This unique and innovative volume traces the development of "knowledge utilization systems" in education over the past 20 years—from the first tentative federal efforts to the shoestring operations of local teachers' centers.

Paisley and Butler provide the most comprehensive survey on this subject to date—beginning with a historical overview and concluding with projections for the state of knowledge utilization systems in education by the year 2001. Original essays explore a variety of systems and programs, related issues and problems, as well as more general advances in diffusion theory. Also included is a report of the *first* attempt to analyze state-level differences in dissemination policies and strategies. Finally, intriguing case studies of nine exemplary knowledge utilization programs (written by the actual participants) are presented—making this a useful sourcebook and guide for all concerned with research, dissemination, technical assistance, staff development, and policymaking in education and other fields.

1. Introduction
William J. Paisley & Matilda Butler

PART I: Origins

2. The Historical Context *William J. Paisley*
3. Federal Education Dissemination Legislation and Policy *John M. Coulson*

PART II: Approaches

4. ERIC: The International Educational Information System *Lee G. Burchinal*
5. Dissemination Systems: Some Lessons From Programs of the Past *Karen Seashore Louis*
6. The National Diffusion Network *Diane H. McIntyre & Sharon Entwistle*
7. Teachers' Centers *William Hering*
8. A Region-Based Approach for Technical Assistance *C. Lynn Jenks*
9. Dissemination Programs in State Departments of Education *Carl Patrick Martin*
10. Interorganizational Arrangements: An Exploratory Study *Paul D. Hood & Carolyn S. Cates*
11. One State's Experience: How Texas Put It All Together *Virginia M. Cutter*

PART III: Issues

12. Analyzing the Cost of Extension Systems *William J. Paisley*
13. Measuring Information Equity *Matilda Butler*
14. Advances in Practice *Susan M. Peterson & John A. Emrick*
15. Advances in Diffusion Theory *Everett M. Rogers & Jane E. Marcus*
16. Educational Knowledge Utilization: 2001 *William J. Paisley & Matilda Butler*

PART IV: Case Studies

San Mateo Educational Resources Center *Patricia Files*
Women's Educational Equity Communications Network *Jean Marzone*
Learning: The Magazine for Creative Teaching *Bruce Raskin*
Continuing Education Technical Assistance Center *Barbara Monty*
Research and Development Exchange *Sandra R. Orletsky & Stanley H.L. Chow*
Merrimack Education Center *Richard J. Lavin*
The Network, Inc. *David P. Crandall*
Teachers' Centers Exchange *Kathleen Devaney & Barbara Piper*
Technology Information for Educators *Jean Marzone*

1983 (April) / 312 pages / $27.50 (h)

APPENDIX 6

COPY OF THE ORIGINAL SURVEY INSTRUMENT

December 1, 1981

TO THE DISSEMINATION/SCHOOL IMPROVEMENT DIRECTORS:

During the past year, we have been attempting to discover the characteristics of dissemination/school improvement programs operating in state departments of education and to use that information to do several things:

1. to formulate recommendations from chief state school officers to the Secretary of Education and Director of the National Institute of Education on the kinds of services and resources states need;
2. to provide chiefs with useful information as they continue to develop state-level programs; and
3. to provide to NIE information and ideas as they formulate their research, development, and dissemination programs for the '80s.

A first step in our work was to survey the states to collect information about activities underway there. A copy of the results of that survey is enclosed. We hope the information is useful to you.

However, as you are well aware, our education world has changed considerably in the last year. States have been given new roles to play by the federal government, and all indications point to even more drastic changes in the near future. Therefore, so that we can provide chiefs and NIE with information as current as possible, we need to update the state survey done earlier. A brief questionnaire is enclosed. Please complete it and return it to me by December 31. I will send you a copy of the results of the update by the end of January.

Several documents will be produced during the next four months by our project; copies of all of them will be sent to you.

I appreciate your assistance with this aspect of our work.

Sincerely,

Patrick Martin, Director
Dissemination Management Project

Enclosures

state_____

dissemination survey update - council of chief state school officers

1. Have there been major changes in the dissemination/school improvement program in your SEA during the past year?

   _____ yes _____ no

2. If yes, in which areas did those changes occur (mark as many as applicable)?

   _____ location of the program administratively in the SEA

   (from _____ to _____)

   _____ funding amount (increase _____ or decrease _____)

   _____ funding sources

   (sources gained _____

   _____

   sources lost _____

   _____)

   _____ services to clients

   (services added _____

   _____

   services lost _____

   _____)

3. If your SEA had an NIE dissemination capacity building grant that ended during the last year, were all functions funded by it sustained when it ended?

   _____ yes _____ no

4. If no, what was lost?

   _____ staff _____ services _____ linkages

   _____ other (please list) _____

   _____

5. Has there been an increase in coordination among various SEA divisions with dissemination responsibilities during the last year?

   _____ yes _____ no

6. If yes, in which divisions has that increase been most significant?

_____, _____

_____, _____.

7. Has the dissemination program in your SEA been combined with other efforts to form a more comprehensive school improvement effort?

_____ yes _____ no

8. If yes, at what administrative level does responsibility for the combined program fall?

_____ deputy _____ associate/assistant commissioner

_____ division/department head

_____ other (please name) _____

9. Has your SEA used any outside services to improve the dissemination/school improvement program during the last year?

_____ yes _____ no

10. If yes, which of the following was most helpful?

_____ Regional Exchange _____ Regional Services

_____ consultants _____ visits to other SEAs

_____ other (please list) _____

_____

11. Has there been an increase in understanding of and support for the dissemination/school improvement program during the last year?

_____ yes _____ no

12. If yes, with whom has that increase been most significant?

_____ chief state school officer _____ deputies

_____ state board of education

_____ department/division heads

_____ professional staff in general

_____ other (please list) _____

_____

13. In your opinion, will the dissemination/school improvement program be given any significant new support because of the federal block grant to your SEA?

_____ yes _____ no _____ don't know yet

14. Do you anticipate additional changes in the dissemination/school improvement program in your SEA in the next year?

_____ yes _____ no

15. If yes, in which areas?

_____ staff (more _____ or less _____)

_____ funding (more _____ or less _____)

_____ funding sources (more _____ or less _____)

_____ services (more _____ or less _____)

Name and title of person completing this form

_____

Please complete this form and return it by December 31, 1981, to:

Patrick Martin, Director
Dissemination Management Project
Council of Chief State School Officers
400 North Capitol Street, Suite 379
Washington, D. C. 20001

If you have questions, please call Martin at (202) 624-7750.

APPENDIX 7

CONSOLIDATION CLEARINGHOUSE NEWSLETTERS

APPENDIX 8

EARLY DRAFTS OF THE RECOMMENDATIONS

Proposed Recommendations

Dissemination Management Project

Council of Chief State School Officers

Introduction

Members of the Council of Chief State School Officers--the heads of the 56 departments of education in the states and extra state jurisdictions--are committed to providing the resources and services local school districts need in order to improve classroom practices and management procedures. The federal government has traditionally been an active partner as states have worked to develop the kinds of programs that could best carry out that commitment.

The development of those state level dissemination/school improvement programs has been enhanced dramatically by federally funded programs designed to provide the impetus to coordinate widely disparate activities. The National Institute of Education has, since 1975, funded states to build dissemination capacity and developed rules and regulations for that program so states could design activities to fit their own unique needs. The National Diffusion Network, again with regulations that were not tightly restrictive, added another dimension with its bank of nationally validated programs and change agents in place to help local schools learn about them and use them. The Regional Exchange project, again funded by NIE, provided the resource-assistance function SEAs needed as they discovered gaps and problems in their development efforts. And the State Dissemination Leadership Project added that key ingredient--a forum through which state school improvement leaders could share ideas and resources, talk through common problems, and discover ways in which their expertise and willingness to help each other could be fostered.

Significantly, the backbone of the resource base on which the states have relied has been the ERIC system, funded by NIE and providing the major tie to research and development activities across the country--the good ideas that school people need in order to increase the quality of teaching.

Other federally funded programs have also been significant in the development of this coordinated state thrust. Education for the disadvantaged, special education, vocational education--all have dissemination requirements in their rules and regulations, and all have both specific and general kinds of information, programs, materials that teachers and administrators need.

The rationale that most states have used, especially in their dissemination capacity building efforts, has been that the local school district is best served when access to all these resources (including those state-specific resources SEAs have available) is coordinated. Research tells us that change is going to occur slowly, if at all, when teachers and administrators have to go to many different places and people to get the kinds of information and assistance they need with a specific problem.

Chief state school officers are convinced that they must continue to develop effective, coordinated school improvement programs if they are to meet their obligations as service providers to local school districts. They are also convinced that the federal efforts that have been most significant in helping them develop effective, coordinated school improvement programs must continue.

They also believe that increased coordination at the federal level is necessary if state programs are to function smoothly.

The Council of Chief State School Officers, therefore, respectfully requests that the Secretary of Education give strong consideration to the following recommendations:

RECOMMENDATION: The Council of Chief State School Officers recommends that the activities currently underway through ERIC, the State Dissemination Leadership Project, the National Diffusion Network, and the Regional Exchange project be combined and continued, and that, when needed, special purpose grants be made available to SEAs to assist them in institutionalizing components of a generalized, coordinated dissemination/school improvement program. Furthermore, the Council recommends that the funding levels for these programs be adequate and consistent.

The Council recommends that the following emphases be included in the administration of those programs:

1. Because SEAs have begun the work of developing close coordination among those programs at the state level, it is recommended that a similar realignment occur at the federal level. Specifically, the Council recommends that all generalized dissemination/school improvement programs be administered from the same division at the federal level, that rules and regulations for them be written to eliminate any conflict in purpose, goals, and function; and that those rules and regulations provide for maximum administrative flexibility at the state level.

2. It is both complicated and expensive to conduct research and evaluation of the process for bringing about meaningful change in teaching and administering. State school improvement practitioners have benefited greatly over the years from federally funded efforts that have studied the effectiveness of programs and, more generally, the characteristics that any school improvement activity must have if it is to be successful. Therefore, the Council recommends that the Department of Education continue to develop and fund major programs that help state staff both understand the processes of change and the effectiveness of state, federal, and local attempts to cause change to occur.

3. States that have participated in the dissemination capacity building program have experienced varying degrees of success in establishing and institutionalizing the components of a coordinated program. In many cases additional assistance is needed to complete the developmental phases of a program, while without that assistance an entire program may be jeopardized. Therefore, the Council recommends that special grants specifically for the purpose of completing an identified activity be made available to SEAs.

RECOMMENDATION: The Council of Chief State School Officers recommends that a Department of Education Dissemination/School Improvement Policy Council be formed and charged with the responsibility for coordinating the development of rules and regulations across the Department for programs that have dissemination/school improvement functions.

The Council recommends that the following emphases be part of the operation of this Council:

1. Because almost all major programs (special education, education for the disadvantaged, vocational education, etc.) have dissemination components, it is recommended that this Council have the authority to oversee the development of rules and regulations for each and ensure against conflict in purpose, audience, and function.

2. Because almost all of these programs depend on SEAs to carry out the rules and regulations developed, the Council recommends that SEA school improvement practitioners be invited to sit as full voting members of this Council.

3. In order to reduce misunderstanding and to promote the sharing of ideas and assistance across state lines, it is recommended that the Council operate from a common definition of dissemination/school improvement. It is recommended that the Council recognize that inherent in any workable definition of dissemination/school improvement are the functions of information resources, technical assistance, and staff development/inservice.

July 20, 1981

MEMBERS OF THE BOARD OF DIRECTORS:

Enclosed are the additional Board materials concerning the recommendations from the Council to the Department of Education from the Dissemination Management Project. The information includes eight recommendations, each one containing a general topic, a specific recommendation, and some very brief background information. All eight have emerged from a considerable amount of scrutiny of the most pertinent studies and evaluations done in this field in the last six years, meetings with practitioners at all levels, and information collected through our survey of the states. We believe that they are sound and appropriate.

There are several factors we need to call to your attention.

1. After your action at the Board meeting, those recommendations you approve will be prepared for mailing to all chiefs for their comments and suggestions. That mailing will utilize the format used here, and the background section will be expanded considerably. The chiefs will be asked to comment on the recommendations and to place them in priority order. The results of that mailing will be reflected in the final document submitted to you in November.

2. We are recommending no new activities. The recommendations key on effective existing programs that have had significant influence on the school improvement efforts in SEAs. Our premise is that recommending new activities during this period of rampant budget cutting would lessen the validity of the overall recommendation package.

3. A Study Group of five chiefs (Arkansas, Maine, New Jersey, Pennsylvania, and Wyoming) has worked with the project director throughout the process, and all have provided input into the development of the recommendations.

4. The project director has kept the committee on Coordinating Educational Information and Research informed of his work, and Commissioner Shedd has provided valuable input and advice.

The project director plans to be present at the Board meeting to assist with the discussion and to answer questions. Following your action and responses from the other chiefs, he will develop the final recommendations and submit them with the materials for the November Board meeting. They will, of course, go to the Study Group and Commissioner Shedd for their final comments prior to the meeting.

The timeline for the project makes it necessary for use to act on these recommendations at this meeting. The enclosed information can be inserted in your Board book beginning with page 152.

Please let us know if you require additional information.

Sincerely,

William F. Pierce
Executive Director

Enclosures

VII. NEW BUSINESS

B. Consideration of Proposed Recommendations to the Secretary of Education on Dissemination/School Improvement

Background:

As you will recall, the National Institute of Education (NIE) is funding the Dissemination Management Project at the Council. The proposal states that a final deliverable of the project will be a set of recommendations from the Council to the Department of Education on the federal-state role in dissemination/school improvement programs.

The project began work on formulating those recommendations over a year ago. The work has involved a study group of five chiefs, as well as a planning committee, researchers who have done major dissemination studies over the last 10 years, and other experts at the state, regional, and national level.

The project director has identified eight recommendations that he is submitting to the Board for consideration. They are on pages 152a-i.

Discussion:

The project director requests the following action by the Board:

(1) consideration of the eight recommendations on an individual basis to determine which ones they want developed further for final consideration at the annual meeting in November;

(2) suggestions for changes in wording, content, or focus; and

(3) suggestions for presenting the final recommendations to the Board and membership at the annual meeting.

The project director will be present at the Board meeting to answer questions and explain the process through which the recommendations were developed.

TOPIC: Access to current information in a timely fashion.

Recommendation: The Council of Chief State School Officers recommends that the ERIC system be continued, that funding for it be increased significantly, and that an advisory committee of state and local educators be developed to assist ERIC administrators to continue to make its resources more readily available. It is also recommended that organizations that produce new information be encouraged to format their products so that they are more useable, and that their products be submitted for inclusion in ERIC.

Comment:

Background: Much significant information is developed through research and other activities, but often educators at the state and local level find it difficult to get access to that information. In addition, many of these new ideas have been presented in formats that are difficult, if not impossible, for local educators to use. The ERIC system has been a major source of information since its inception. It is a practical, effective vehicle, yet it has been hampered in its development by a lack of funds for modernizing, collecting resources, and training persons who can link the data base to users in the field. ERIC is in danger of become obsolete if adequate funding is not provided so that it can continue to grow and so that it can take advantage of the new technology being developed that will enhance its quick accessibility by educators.

TOPIC: Adequate funding for maximum effectiveness.

Recommendation: The Council of Chief State School Officers recommends that certain school improvement efforts be national in scope and funded by the Department of Education, and that the level of funding be adequate to provide quick and easy access to those programs by state departments of education; it further recommends that the ERIC system, the National Diffusion Network, the State Dissemination Leadership Project, and the Regional Exchange program be high priority efforts of the Department of Education.

Comment:

Background: Many of the most successful federal efforts at increasing states' capacities to help schools improve have been hampered because, even though evaluations show they work well, continued funding has not been provided. "Seed money" provided to states for development of activities that logically belong in SEAs should be provided only for development; however, those activities that are too expensive and are duplicative that are more logically in the purview of the federal government must continue to be funded at a level that allows continuing access to them. In additon, large national efforts can be combined with smaller state efforts to produce especially effective results. However, if, for lack of funds, the federal effort falters, then the state effort suffers in turn.

TOPIC: Development and use of appropriate new technology.

Recommendation: The Council of Chief State School Officers recommends that the Department of Education continue and expand its emphasis on the use of new and appropriate technology in providing information to educators at the regional, state, and local levels in a timely fashion. It further recommends that this emphasis include adaptation of existing technology to educational uses, training of state-level people in the use of the new technology, and the institutionalization of these management and training functions in SEAs. It also recommends that chiefs be intimately involved in planning this initiative.

Comment:

Background: Education historically has been slow in utilizing new technology, both in the accumulation of new information needed for effective decisionmaking and in enhancing the ability of the classroom teacher to function more efficiently. The giant strides in the use of computers, television, satellites, and other methods for transmitting information rapidly and concisely have affected business and industry, entertainment, and the home much more than they have the classroom. Unless major steps are taken quickly, education will continue to fall behind in adapting technology for use by teachers and administrators. The utilization of this new technology in the dissemination process is therefore vital, both in providing information and in assisting educators in becoming accustomed to utilizing the medium.

TOPIC: A forum for state dissemination representatives.

Recommendation: The Council of Chief State School Officers recommends that the Department of Education continue to fund the State Dissemination Leadership Project, that it renew the project's focus on the needs and problems of states, and that, because of its appropriateness, the Council be the vehicle for organizing and administering this effort.

Comment:

Background: The State Dissemination Leadership Project has, for more than a decade, provided practitioners in SEAs with the opportunity to share ideas, provide each other with staff development, and study current information about developments at the national level. In the past few years it has begun to foster an across-state-lines sharing of resources and talent that increases effectiveness and reduces expenditures. The success of the national conferences held by the SDLP has varied, depending on the focus of the agenda. Several of the more recent conferences have focused too much on the federal role and have not adequately allowed for state problem solving and resource sharing activities. The focus must shift back to state needs if the SDLP is to be a useful vehicle. In these times of shrinking resources, such a vehicle is needed, but only if state staff have significant influence on the agenda.

TOPIC: Identifying, validating, and disseminating information about effective programs.

Recommendation: The Council of Chief State School Officers recommends that the National Diffusion Network be continued and expanded to include a wider variety of programs, and that the NDN staff solicit input from chiefs and other SEA staff concerning both the kinds of programs needed in the Network to meet a wide variety of needs, and the development of policy, rules, and regulations that influence the operation of the NDN. It also recommends that state facilitators be located, if appropriate, in state departments of education.

Comment:

Background: Over the past 15 years, millions of dollars of federal, state, and local money have gone into research and development activities that have resulted in effective programs in classrooms. However, little effort has been made to ensure that the results of that work are shared with teachers and administrators across the country. The National Diffusion Network is an exception. It has, since its inception in 1975, facilitated the movement of hundreds of good programs through a loosely but effectively organized network of program developers and state facilitators. Fiscal realities today make it impossible to continue to do extensive development; therefore, more than ever, solutions to problems in classrooms and in school management must be found through sharing good ideas.

TOPIC: Internal coordination of dissemination rules and regulations in the Department of Education.

Recommendation: The Council of Chief State School Officers recommends that the Secretary of Education establish a Dissemination Policy Council and give it the authority to supervise the development of rules and regulations for dissemination across the Department. It further recommends that that Council recognize that in any definition of dissemination are three inherent functions: information resources, technical assistance, and staff development/inservice. The Council also recommends that dissemination practitioners from SEAs sit as official members of the Council to provide input into the effect rules and regulations under consideration may have on implementation activities at the state level.

Comment:

Background: The final report of the Interstate Project on Dissemination (January 1, 1976) indicated that federal legislation included 208 dissemination requirements, assigned to seven different responsible agents, describing 12 separate functions, and aimed at 16 different target audiences. In addition, this same study found no common definition of dissemination; one did not exist in the Congressional acts nor in the rules and regulations which followed. What has developed is a fragmented, unmanageable approach at dissemination at the federal level, compounded by additional misconceptions at the state level.

internal coordination, page 2

This "picket fence" approach to dissemination at the federal level has caused a similar system to be created at the state level. Although some progress has been made in the last five years, there is still no common thread that runs through federal rules and regulations that makes it possible to coordinate functions effectively at the state level.

TOPIC: Research on dissemination processes and educational change.

Recommendation: The Council of Chief State School Officers recommends that the Department of Education continue to take the initiative in conducting research on educational change and dissemination processes. It recommends, however, that the research needs of SEAs and local school districts be given prime consideration when that agenda is developed, and that a systematic method of providing for that state/local input be an ongoing part of any national design. Particular attention should be given to the Council's "Research Agenda for the '80s." It further recommends that dissemination strategies for the results of any research be a basic tenet of that design, and that existing state and regional networks in dissemination be key delivery mechanisms in those strategies.

Comment:

Background: Traditionally, educational research has been conducted largely through the initiative of the federal government, based on the assumption that the results would be useful to a wide segment of the educational population. This has been especially true in research on educational change and on processes and products that influence what happens in classrooms. Research is expensive, and few states or local school districts can afford extensive work in this area. As state funds continue to shrink, it becomes more important for research that will produce results with implications for educators at various levels to continue to be a major federal role.

TOPIC: Services to SEAs through a regional network.

Recommendation: The Council of Chief State School Officers recommends that services and resources continue to be provided to SEAs as they develop and maintain their dissemination and school improvement programs. It recommends that the regional approach for delivering those services be continued, and that the current high level of SEA staff involvement in planning those services be maintained.

Comment:

Background: As SEAs have developed their dissemination programs, they have required a variety of resources and assistance that have helped them refine their service capabilities and train their staff. The NIE-funded Regional Exchange program has been an important source of that assistance. SEAs have been able to not only take advantage of the services offered there, but have been able to have a significant amount of influence on the kinds of services and resources developed. During this period of short travel budgets and staff reductions, the availability of the convenient regional services is even more important. Now that all states are served through the regional configuration, an effective, coordinated system for assisting states is in place. It should be continued.

VII. NEW BUSINESS

Action Item

B. Consideration of Proposed Recommendations to the Secretary of Education on Dissemination/School Improvement

Suggested Motion and Action:

_____ moved the Board instruct the Dissemination Management Project director complete development of the following recommendations for presentation to the Board and membership at the annual meeting in November:

_____ Recommendation 1

_____ Recommendation 2

_____ Recommendation 3

_____ Recommendation 4

_____ Recommendation 5

_____ Recommendation 6

_____ Recommendation 7

_____ Recommendation 8

_____ seconded the motion, which carried.

The preliminary recommendations to the Secretary of Education and the Director of the National Institute of Education were presented to the board for their action. The group participated in a lengthly discussion (about 2½ hours, much longer than they usually devote to an item). The following points were made during the discussion:

1. All recommendations (six of them) dealing with generalized dissemination programs should be consolidated into one, and ED should be encouraged to administer them from one division.

2. The recommendation on the use of educational technology in dissemination should be eliminated, and the Council should begin work on a more general, major technology initiative.

3. The recommendation on coordination of dissemination rules and regulations within ED should remain intact.

The Board recommended that the two revised recommendations be submitted to the Council membership at its November annual meeting for their action, and that, if approved, they be submitted to the ED for their consideration.

The Board, throughout the discussion, indicated a strong interest in the present relationship between dissemination activities and school improvement programs in SEAs. They instructed the project director to update the state survey to determine the present status of those activities.

Finally, the Board approved the project director's request to plan additional activities during the remaining months of the project. To be considered are:

1. A newsletter/information letter to dissemination representatives in order to keep the line of communication open in the absence of the State Dissemination Leadership Project;

2. A glossary of dissemination/school improvement terms and functions for use by chief state school officers;

3. Possibly a national conference of dissemination representatives to discuss dissemination/school improvement under consolidation;

4. Brief case studies, describing successful integration of dissemination with school improvement programs.

Enclosed are the Board item and the revised recommendations that the membership will consider in November. In addition, the information item from the last Executive Director's report is enclosed.

DRAFT: FOR DISCUSSION BY CHIEF STATE SCHOOL OFFICERS

- -

Propositions for consideration by
Chief State School Officers concerning
an appropriate role for the
Department of Education in school improvement
programs in state departments of education

- -

DRAFT: FOR DISCUSSION BY CHIEF STATE SCHOOL OFFICERS

- -

GENERAL CONCLUSION

There should continue to be a role for the Department of Education in the development and maintenance of effective school improvement programs at the state level. The Council of Chief State School Officers respectfully requests that the Secretary of Education consider the following propositions when developing guidelines, programs, rules, and regulations that will influence that role.

- -

	CHIEF'S COMMENTS
PROPOSITION 1 The Department should provide a mechanism through which SEA practitioners can maintain an ongoing exchange of ideas and assistance.	
Background The State Dissemination Leadership Project (formerly National Dissemination Leadership Project) has, for more than a decade, provided dissemination practitioners in SEAs with the opportunity to share ideas, provide each other with staff development, and study current information about developments at the national level. In the past few years it has begun to foster an across-state-lines sharing of resources and talent that becomes even more significant in this period of shrinking resources.	
Recommendation The Council of Chief State School Officers recommends that the Department of Education continue to fund the State Dissemination Leadership Project, that it renew its focus on the needs and problems of states, and that, because of its appropriateness, the Council be the vehicle for organizing and administering this effort.	

	CHIEF'S COMMENTS
PROPOSITION 2 The Department should provide the means through which research can be conducted that produces significant information about dissemination processes and educational products.	
Background Traditionally, educational research has been conducted largely through the initiative of the federal government, based on the assumption that the results would be useful to persons across the nation. This has been especially true in research on educational change and on processes and products that influence what happens in classrooms. Research is expensive, and few states or local school districts can affort extensive work in this area.	
Recommendation The Council of Chief State School Officers recommends that the Department of Education continue to take the initiative in conducting education research. It recommends, however, that the research needs of SEAs and local school districts be given prime consideration when that research agenda is developed, and that a systematic method of providing for that state/local input be an ongoing part of any national educational research design. It further recommends that dissemination strategies for the results of any research be a basic tenet of that design, and that existing state and regional networks in dissemination be key delivery mechanisms in those strategies.	

	CHIEF'S COMMENTS
PROPOSITION 3 The Department should continue to provide access to current information through sources that are complete and timely.	
Background Much significant information is developed through research and other activities, but often educators at the state and local level find it difficult to get access to that information. In addition, many of these new ideas have been presented in formats that are difficult, if not impossible, for local educators to use. The ERIC system has been a major source of information about those programs and practices since its inception. It is a practical, effective vehicle, yet it has been hampered in its development by a lack of funds for modernizing, collecting resources, and training persons who can link the data base to users in the field.	
Recommendation The Council of Chief State School Officers recommends that the ERIC system be continued, that funding for it be increased significantly, and that an advisory committee of state and local educators be developed to assist ERIC administrators to continue to make its resources more readily available. It is also recommended that organizations that produce new information be encouraged to format their products so that they are more useable, and that their products be disseminated through ERIC and other appropriate networks.	

CHIEF'S COMMENTS

PROPOSITION 4

The Department should install an internal mechanism through which coordination of the development and administration of dissemination/school improvement rules and regulations can be accomplished, thereby reducing duplication and fragmentation.

Background

The final report of the Interstate Project on Dissemination (January 1, 1976) indicated that federal legislation included 208 dissemination requirements, assigned to seven different responsible agents, describing 12 separate functions, and aimed at 16 different target audiences. In addition, this same study found no common definition of dissemination; one did not exist in the Congressional acts nor in the rules and regulations which followed. What has developed is a fragmented, unmanageable approach at dissemination at the federal level, compounded by additional misconceptions at the state level. Although some progress has been made in the last five years, there is still no common thread that runs through federal rules and regulations that makes it possible to coordinate functions at the state level effectively.

Recommendation

The Council of Chief State School Officers recommends that the Secretary of Education establish a Dissemination Policy Council and give it the authority to supervise the development of rules and regulations for

dissemination across the Department. It further recommends that that Council recognize that in any definition of dissemination are three inherent functions: information resources, technical assistance, and staff development/inservice. The Council also recommends that dissemination practitioners from SEAs sit as unofficial members of the Council to give advice about the effect rules and regulations under consideration may have on implementation activities at the state level.

	CHIEF'S COMMENTS
PROPOSITION 5 The Department should identify and dissemination programs and practices that meet a variety of locally identified needs and are proven to be effective and innovative.	
Background Over the past 15 years, millions of dollars of federal, state, and local money have going into research and development activities that have resulted in effective programs in classrooms. However, little effort has been made to ensure that the results of that work are shared with teachers and administrators in similar environments across the country. The National Diffusion Network is an exception. The NDN has, since its inception in 1975, allowed hundreds of good programs to be shared with others through a loosely but effectively organized network of program developers and state facilitators. Fiscal realities today make it impossible to continue to do extensive development; therefore, more than ever, solutions to problems in classrooms and in school management must be found through sharing good ideas.	
Recommendation The Council of Chief State School Officers recommends that the National Diffusion Network be continued and expanded to include a wide variety of programs; it also recommends that state facilitators be located, if at all possible in state departments of education; it further recommends that NDN staff solicit input from	

chiefs and other SEA staff concerning policy, rules, and regulations that influence the operation of the NDN.

CHIEF'S COMMENTS

PROPOSITION 6

The Department should establish and maintain a regional network designed specifically to provide services and assistance to SEA staff and other identified audiences in dissemination-related areas identified by the SEAs involved.

Background

The National Institute of Education, recognizing that regions of the country have similar problems, is funding the Regional Exchange projects. Those projects, located for the most part in regional laboratories, have as their major clients the school improvement programs in state departments of education. Their staffs have involved SEA dissemination practitioners in planning activities that provide the kinds of resources and staff development identified as major needs by SEAs. Because travel funds are short and staffs are being reduced, this regional configuration for delivery of services is logical. Now that all states are served by Regional Exchanges, an effective, coordinated system for assisting states as they develop their school improvement programs is in place.

Recommendation

The Council of Chief State School Officers recommends that the regional approach to delivering services to SEAs be continued; it further recommends that the involvement of SEA staff in planning the kinds of services needed be continued at the regional level, and increased significantly at the national level.

CHIEF'S COMMENTS

PROPOSITION 7

The Department should encourage the development and use of appropriate new technology that will enhance the flow of information to the field and the more effective use of information in decisionmaking and in the classroom.

Background

Education historically has been slow in utilizing new technology both in the accumulation of new information needed for effective decisionmaking and in enhancing the ability of the classroom teacher to function more efficiently. The giant strides in the use of computers, television, satellites, and other methods for transmitting information rapidly and concisely have affected business and industry, entertainment, and the home much more than they have the classroom. Unless major steps are taken quickly, education will continue to fall behind in adapting technology for use by teachers and administrators.

Recommendation

The Council of Chief State School Officers recommends that a major new initiative be developed at the federal level that provides for the development of new technology for educational purposes; adaptation of existing technology to educational uses; training of state level people in the use of the new technology; and institutionalization of these management and training functions in state departments of education. It further recommends that chiefs be intimately involved in planning and implementing this initiative.

CHIEF'S COMMENTS

PROPOSITION 8

The Department should fund those activities being conducted at the federal level adequately to assure maximum effectiveness and availability in states.

Background

Many of the most successful federal efforts at increasing states' capacities to help schools improve have been hampered because, even though evaluations show they work well, continued funding has not been provided. "Seed money" provided to states for development of activities that logically belong in SEAs should be provided only for development; however, those activities that are too expensive and are duplicative that are more logically in the purview of the federal government must continue to be funded at a level that allows continuing access to them. In addition, large national efforts can be combined with smaller state efforts to produce especially effective results. However, if, for lack of funds, the federal effort falters, then the state effort suffers in turn.

Recommendation

The Council of Chief State School Officers recommends that certain school improvement efforts be national in scope and funded by the Department of Education, and that the level of funding be adequate to provide quick and easy access to those programs by state departments of education; it further recommends that the ERIC system,

the National Diffusion Network the State Dissemination Leadership Project, and the Regional Exchange program be high priority efforts of the Department of Education.

Dear

As you know, the National Institute of Education is funding the Council to conduct a dissemination management project. This two-year effort will produce a set of recommendations for the membership to consider when we meet in November. The recommendations that you approve at that time will be forwarded to the Secretary of Education and could result in important school improvement programs being continued and improved.

In order to develop those recommendations, it is necessary for the project director to get information from as many chiefs as possible. Originally, the proposal to NIE for the project called for a series of regional meetings across the country for chiefs and dissemination staff; however, because of the very important events in Washington and in our state capitals that are keeping us close to our offices, Bill Pierce and the project director have determined that regional meetings are not practical.

Therefore, it is now necessary for the director to take another approach at securing the information he needs. For the past several months, he and dissemination practitioners from states, regional labs, the Department of Education, and others have studied the literature, completed a survey of the states, and talked to chiefs. From that comes the enclosed list of eight suggested "propositions" for us to consider.

So that the Council can live up to its commitment to NIE, and so the project director can produce a quality document for us to consider in November, I urge you to react and respond to these propositions. Simply write your comments about the propositions in the spaces provided, rank the eight in order of importance to you on the form enclosed, and send your comments and rank orderings to Patrick Martin at the Council.

We believe that the results of this project can make a significant difference in our ability to continue to help schools in our states improve. We need your help, however; please complete this task and return the information by July 1.

Sincerely,

Robert D. Benton
President

Name _____

State _____

Rank the eight propositions in order of their importance to you and your dissemination/school improvement program.

1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____ 8. _____

Are there any of the propositions that you consider inappropriate?

Proposition number Reason for eliminating

_____

_____

_____

_____

Are there additional propositions you believe should be added?

_____

_____

_____

_____

_____

Please return this form, along with your comments about the individual propositions, by July 1 to:

Patrick Martin, Director
Dissemination Management Project
Council of Chief State School Officers
400 N. Capitol, Suite 379
Washington, D. C. 20001

1. Understanding the operational functions of dissemination for school improvement

   a. Based on several major studies, and especially the CCSSO survey, most states view dissemination functions to be use of information resources, technical assistance, and staff development and inservice.

   b. Those three functions provide a vehicle for the enhancement of the teaching/learning process and classroom performance.

   c. State activities in those three functional areas provide a vehicle for state managing/monitoring program implementation.

   d. Dissemination, as defined as these three functions, can assist in the accomplishment of most of the state priorities related to basic skills, CBE, special education, vocational education, etc.

   e. Those states which have dissemination units often have as a responsibility the coordination of information resources, technical assistance, and staff development/inservice.

   OUTCOMES

   a. Chiefs can recommend to the Department of Education that program guidelines be written with dissemination components consistent with their current activities and priorities.

   b. Chiefs can provide input into a possible restatement of the Council's policy on dissemination, incorporating the wider concept of the functions of a state dissemination activity.

2. Reducing fragmentation and increasing consolidation of dissemination activities

   a. We now have enough knowledge about alternative approaches to dissemination in SEAs to present chiefs with a wide array of options.

   b. Each approach has advantages and disadvantages, depending on purposes.

   c. New reality (consolidation, block grants, reduced funds) offers opportunities for altering or continuing current structures at the state and federal levels.

   OUTCOMES

   a. Chiefs can recommend to the Department of Education that federally funded dissemination programs must be flexible in order to accommodate varying state configurations.

   b. Chiefs can continue to build a comprehensive dissemination structure based on information about successful approaches in other states.

   c. Chiefs can urge the Department of Education to reduce fragmentation of dissemination activities within its own various units.

3. Helping states to bridge the gap between "special purpose" and "general purpose" dissemination programs

   1. It is difficult to design programs at the federal level that meet the needs of diverse state-level programs.

   2. With the advent of block grants, it become even more important for LEAs to have easy access to the best ideas, practices, and programs from a more general-oriented resource system.

   3. With the reduction in funds, it is even more imperative that a general approach that reduces duplication and eases access be designed.

   OUTCOMES

   1. Chiefs can study effective ways to coordinate special purpose programs internally to reduce fragmentation.

   2. Chiefs can consider recommendations to the Department of Education urging Department officials to write guidelines for special purpose programs that do not create fragmentation at the state level.

4. Assisting chiefs to utilize dissemination programs to enhance their leadership role with LEAs.

   a. SEAs that have a strong service orientation can significantly influence the quality of education in their states.

   b. Dissemination practitioners in SEAs know about and have access to resources and expertise that can assist chiefs as they increase their leadership capacities.

   c. New emphasis on the role of the state from the federal level provides chiefs with an increased opportunity to provide leadership.

   OUTCOMES

   a. Chiefs can become aware of resources they have easy access to as they work to provide educational leadership in their states.

   b. Chiefs can discover ways to utilize the dissemination program to enhance their leadership function.

5. Studying approaches/systems for SEAs to receive services in dissemination

   a. Regional configurations for delivering services to SEAs have been developed, but they lack coordination and in many cases create unnecessary layers of bureaucrary between resources and the practitioner.

   b. Several states have joined together in informal arrangements that have proven to be effective ways to share resources and expertise.

   c. Specialized information sources, such as ERIC clearinghouses, produce valuable information but tend to make much of it difficult to access.

   d. Funds going to create and maintain many functions of labs, centers, special projects, and other activities could probably be put to better use by SEAs.

   OUTCOMES

   a. Chiefs can consider recommendations about effective configurations for delivering dissemination services and resources to states to the Department of Education.

   b. Chiefs can study models for creating both formal and informal arrangements with other states in order to share.

If yes, in which divisions has that increase been most significant?

_____, _____

_____, _____.

Has the dissemination program in your SEA been combined with other efforts to form a more comprehensive school improvement effort?

_____ yes _____ no

If yes, at what administrative level does responsibility for the combined program fall?

_____ deputy _____ associate/assistant commissioner

_____ division/department head

_____ other (please name) _____

. Has your SEA used cny outside services to improve the dissemination/school improvement program during the last year?

_____ yes _____ no

). If yes, which of the following was most helpful?

_____ Regional Exchange _____ Regional Services

_____ consultants _____ visits to other SEAs

_____ other (please list) _____

_____

1. Has there been an increase in understanding of and support for the dissemination/school improvement program during the last year?

_____ yes _____ no

2. If yes, with whom has that increase been most significant?

_____ chief state school officer _____ deputies

_____ state board of education

_____ department/division heads

_____ professional staff in general

_____ other (please list) _____

_____

APPENDIX 9

ADDITIONAL SUMMARY DOCUMENTS PREPARED BY THE PROJECT DIRECTOR

The 56 members of the Council of Chief State School Officers--the heads of the state departments of education in the 50 states and 6 extra-state jurisdictions--are today, as never before, constantly faced with making decisions that have profound effects on what happens in this country's schools. Those 56 men and women direct unique institutions that have evolved through historically diverse events.

Traditionally, those states have individually and independently attempted to identify their own problems and needs, and with limited resources, devised systems for generating information required to solve those problems and meet the needs identified. Statistical data were collected, research agendas were identified, and studies were conducted to provide insight that led to logical problem-solving. Local decisionmakers were given wide authority to apply those statistics and the results of that research to local problems. Resources and incentives have always been limited for establishing an efficient, ongoing system for sharing that information with other educators, especially across state lines.

The 1980's present a different probable scenario to decisionmakers at the state and local level, a scenario that requires that that system for sharing be enhanced. Resources continue to dwindle, past and impending decisions by courts affecting desegregation, rights of the handicapped, individual rights of students, and equity of resources are all critical problems requiring the attention of educational administrators. The public is increasingly demanding that schools be more accountable for how the business of schools is conducted. Current developments such as the rapid influx of Mexican American students in the schools of the Southwest, the dramatic impact of the immigration of Cuban and Haitian students in the Southeast, and rapid shifts of population caused by the current economic

situation in this country are examples of the need to search for immediate solutions to problems. The reduction in the number of school districts, the coordination of desegregation across urban-suburban lines, and the displacement of teachers because of these and other factors are profoundly affecting the ability of state departments of education to direct and coordinate educational processes in the states. All of the demands listed above compel administrators to initiate cooperative approaches to producing and sharing information if children are to continue to receive a quality education in the nation's schools. Significant to this approach is the fact that much of the information that teachers and administrators need to solve problems and meet needs is available, but gaining access to it is difficult and expensive.

Chief state school officers--members of the Council--have instructed the staff of the Council to provide the means whereby a closely coordinated system can exist that allows the constant sharing of the results of research, of information resulting from statistical studies, and of the development of agendas for future research and study. The Chiefs have based their directions to the staff on four logical assumptions.

--Effective, workable decisions at the state level should be based on the most solid, statistically sound information available.

--Activities that can provide persons in all states with useful information in the decisionmaking process are underway in individual states, and a vehicle for collecting, analyzing, synthesizing and sharing that information should be in place and operating on a continuing basis;

--Declining financial and human resources make it impossible for individual states to conduct expensive research activities or appropriately address activities or issues that have inter-state implications;

a mechanism must be developed that encourages cooperative research activities.

--Because of its constituency, the Council of Chief State School Officers is the logical institution in which such a function for sharing should exist.

The commitment to this concept of across-state-lines sharing is exemplified by the fact that the Board of Directors of the Council has recommended to the full membership that institutionalization of this function be ensured from the beginning - specifically, that states allocate funds to finance the continuance of this activity after whatever available startup monies are expended. The request for assurance of full continued support for this function is unique in Council history, indicating the importance placed on this activity by the members of the Council Board.

The Council of Chief State School Officers plans to address these issues and needs by developing procedures for collecting data about activities completed or underway in state agencies, and installing a system to retrieve and make that information available to those who can use it. Statistical aggregations and reports, research projects, monographs, policy statements, levels of state financial support for various programs, state board regulations and state statutes all have the potential of providing valuable assistance to state education agencies outside the states conducting those activities. The project proposes to develop a structure among the states, and staff a function within the Council intended to begin the collection, storage, analysis, snythesis and dissemination of the kinds of information described above. This system would in no way duplicate existing systems in almost all cases the kinds of information that would be included would not be considered appropriate for other systems because of limited and specific audiences, subject matter, and format. Indeed, the fact that almost none of the information considered prime for this system ever enters other systems prompted development of this request. It should complement rather than compete with current cataloging systems. Additionally, the proposed network, designed by

state education agency personnel for use by state education agency personnel, should avoid many of the catalog maintenance problems experienced by others.

The initiation of a system to share products across state lines provides additional opportunities to cooperate and collaborate on research, data gathering, and survey analysis on topics of common interest regionally as well as nationally. As a by-product of inquiry to determine common needs among states, a generalized priority of needed information or research should emerge that will be of benefit to a variety of agencies as they develop their own agendas. The Council proposes to share this information routinely with relevant federal and other policy makers and establish communication channels that support a continuous formal dialog. Conversely, any analysis of state generated research or information is incomplete if federal and national findings are not also included in the analyses. As a result the proposed activity should benefit the federal establishment not only through a feedforward function but also by extending and enhancing the utilization of national research.

DISSEMINATION FOR IMPROVEMENT OF PRACTICE - Concept Paper

Dissemination for improvement of practice basically involves coordinating those various influences - information, resources, assistance - that are necessary for bringing about educational change. It can be classified into one of four categories according to the intent and purpose of each activity. The categories are related and frequently sequential.

Level 1

Spread: The one-way casting out of knowledge in all its forms: information, products, ideas, and materials. Examples are news releases, speeches, official publications, journal and magazine articles, books, newsletters, inclusions in ERIC.

Level 2

Exchange: The two-way or multi-way flow of information, products, ideas, and materials as to needs, problems, and potential solutions. Examples are need-arousing, need-sensing, and activities which provide for user influence. Also panels, site visits, and sharing activities (conferences).

Level 3

Choice: The facilitation of rational consideration and selection among those ideas, materials, outcomes of research and development, effective educational practices and other knowledge that can be used for the improvement of education. Examples are incentives to engage in search behavior before making decisions; training in decisionmaking; visits by decisionmaking practitioners to a variety of demonstration sites; searches of resource bases, and comparisons of the array of relevant programs, products, or knowledge so generated; catalogs comparing alternatives; traveling exhibits.

Level 4

Implementation: The facilitation of adoption, installation, and the ongoing utilization of improvements. Examples are consultation, on-user-site

technical assistance, locally tailored training programs in required new behaviors, laboratory settings for the practice of new behaviors.

A comprehensive dissemination system coordinates the activities underway at whatever level. The key to this approach is inherent in the word "coordination." Persons involved as disseminators should: (1) identify those sources of information and assistance available to encourage school improvement; (2) stimulate appropriate persons and organizations to create additional sources of information and assistance if they do not exist; (3) identify and provide training for linkage agents who broker specific services for specific clients; and (4) establish and manage the system through which clients can gain access to resources and assistance.

Several factors should be understood by both disseminators and persons with whom they work if this approach is to be effective. First, both must understand that "coordinate" does not necessarily imply "ownership." For example, persons managing special education materials centers do not turn over that management to disseminators; they simply keep disseminators informed of the assistance they can provide to clients and agree to make those services available when they are needed. Secondly, items and services being provided to clients must be client-oriented to the extent that they require little or no interpretation. Thirdly, the location of the dissemination system, both administrative and physical, must be such that easy access exists for all clients. For example, locating the management of a general dissemination system in a Title IV-C office could effectively isolate it from special education, Title I, vocational, and other areas and reduce its accessibility and use.

In order to establish both credibility and authority for a coordinated dissemination system, board policies and procedures should be developed and

approved, determining: (1) location of the management of the system; (2) relationships among various departments that assure accessibility to resources and assistance by managers and linkers in the dissemination system; and (3) appropriate support, both administrative and financial, to allow for continuity and renewal for the system. Included in that authority should be the ability to coordinate a system for one state with other sub-state, regional, and national efforts to allow for maximum accessibility to resources and assistance up and down the various systems.

If should be noted that in an effective dissemination system, nothing new need be created. The major purpose of such a system is to allow persons in schools to have easier access to the existing resources and assistance they need to bring about effective change. A workable dissemination system establishes the necessary contacts, relationships, and procedures to allow for that accessibility. In reverse, it also provides researchers and developers of additional resources and assistance with a means for discovering emerging client needs--if an appropriate and effective evaluation/feedforward mechanism is part of the system.

APPENDIX 10

COPIES OF VARIOUS NEWSLETTERS MENTIONING THE PROJECT

Stateline
Newsletter of the Council of Chief State School Officers
Volume 2, Number 11 November 1980

West Virginia hosts Annual Meeting

Policies, priorities, and procedures for Council focus and operation for the coming year will be decided at the annual business meeting of the membership November 15-18.

Roy Truby, chief state school officer in West Virginia, will host the meeting at the Greenbrier in White Sulphur Springs. Dr. Anne Campbell, Nebraska chief and current Council president, will preside; she will pass the gavel to the incoming president at the annual banquet on Tuesday evening.

Highlights of the meeting will include keynote speeches by The Honorable Jennings Randolph, Senator from West Virginia, Beverly Bimes, National Teacher of the Year, talks by two ex-chief state school officers, and a reception hosted by West Virginia Governor and Mrs. John D. Rockefeller IV, at their summer home.

"These are important times for education," Dr. Campbell recently wrote the chiefs. "The positions taken by the Council on major issues in the coming year will be based on the discussions and deliberations that take place in committee meetings and during the business sessions. If these positions are to truly represent the Council, your attendance and participation is vital."

The activities will begin Saturday morning when the Board meets. Committee meetings also begin then. Dr. Truby will host "West Virginia Night" on Saturday evening.

The first general session will be held Sunday morning, featuring the address by Senator Randolph. The reception at the Governor's home is scheduled for Sunday afternoon, followed by the first business session Sunday evening.

Two business sessions are planned for Monday. Dr. Francis Keppel, Harvard University and the Aspen Group, will address the membership in the morning as part of the report of the Committee on Coordinating Educational Information and Research.

Dr. Dan Taylor, Assistant Secretary for Vocational and Adult Education, Department of Education, will make remarks in the afternoon as part of the report of the Committee on Education, Training, and Employment.

Ms. Bimes will speak at the Monday luncheon.

Distinguished Service Awards will be presented to President Lyndon Johnson (posthumously) and Harold Howe II, vice president of the Ford Foundation, at the Monday evening banquet . Mr. Howe will speak at the banquet.

John Pittenger, former Secretary of Education from Pennsylvania and an attorney, will address the group on Tuesday morning on the continuing role of the courts in education as a part of the report of the Committee on Legislation.

Campbell, Bimes on panel

Council President Anne Campbell, Nebraska commissioner, and Beverly Bimes, National Teacher of the Year, have been named to the advisory panel for a study of academic problems of American high schools.

The two-year study is being conducted by the Carnegie Foundation for the Advancement of Teaching.

Capitol Gains

CONGRESS APPROVES EMERGENCY FUNDING MEASURE

Shortly after the beginning of the new fiscal year, Congress passed and the President signed an emergency funding measure which will allow federal programs to continue until December 15. The October 1 continuing resolution was necessary because action on the regular FY 81 appropriations bills, including education, has not been completed. The delay came as a result of a dispute between House and Senate conferees over language restricting the use of federal money to fund abortions for poor women.

The continuing resolution funds federal education programs at the House-passed fiscal 1981 appropriation figures or the fiscal 1980 levels, whichever is lower. Most education programs which are advance funded, will not be affected, however, because they are operating on funds appropriated in FY 80. Congress expects to finish all fiscal 1981 appropriation bills when it returns after the November election.

STAFF PREPARING RECOMMENDATIONS ON LAU

Council staff is in the process of writing up the recommendations on the proposed LAU regulations that were generated at an October 3 meeting of state-based organizations (NGA, NCSL, NASBE, ECS and CCSSO). John Davis, chief in Virginia, was joined by Steve Sauls, representing Ralph Turlington, and Bill Pierce, John Martin and Susan Hennessy as the CCSSO representatives at the working session on the third. Individuals representing the other four state based organizations also participated. A joint statement representing the views of NGA, NCSL, NASBE and CCSSO was sent to the Education Department on Oct. 20, the deadline for comments. The statement will be sent to members of Congress as well.

ASBESTOS PROPOSED RULES PUBLISHED

On September 17, 1980, the Department of Education (ED) and the Environmental Protection Agency (EPA) published proposed rules aimed at identifying and controlling hazardous asbestos materials in schools. ED, in cooperation with the Council, sent each SEA enough copies of the proposed rule to give to each LEA in the state. Distribution of the proposed regulations will satisfy much of the dissemination requirement for SEAs under the regulation implementing P. L. 96-270, the Asbestos School Hazard Detection and Control Act of 1980. P. L. 96-270 authorizes a grant program for detection and a loan program for containment or removal of asbestos in school buildings. Although no funds have been appropriated to carry out this activity, SEA's have responsibilities under the Act. The Council has called together a work group which will meet in Washington on October 29 to draft the Council's comments on the regulations issued by ED as well as EPA.

HIGHER EDUCATION BILL GOES TO PRESIDENT

After a long session on Tuesday, September 16, House-Senate conferees agreed to trim additional funds from H.R. 5192, the Education Amendments of 1980, which reauthorize programs in the Higher Education Act of 1965. The new compromise, which passed the House on September 18 and the Senate on September 25, shaves some $1.5 billion off the original conference agreement.

Authorization levels on eleven programs were lowered by the conferees, but most of the savings came from Title IV, HEA, which authorizes student assistance programs.

CCSSO, NIE schedule dissemination forum

Issues in dissemination/school improvement of particular significance to chiefs that have surfaced in recent major studies will be the focus of a November 12 meeting in Washington.

Cosponsored by the Council and the National Institute of Education, the meeting will be the first step in formulating the agendas for the series of regional meetings for chiefs and their dissemination people next spring.

Stateline

Newsletter of the Council of Chief State School Officers

Vol 2, No. 10 October, 1980

Voc Ed reauthorization position being developed

The Ad Hoc Committee on reauthorization of the Vocational Education Act met for the first time Sept. 3-5 in Denver, CO in the Education Commission of the States' offices.

Recommendations for reauthorization which will be made to the CCSSO membership and Board at the Annual Meeting in November were discussed.

The Ad Hoc Committee is united in their agreement that vocational education programs are vital to reaching the national goal of having a trained productive work force that is representative of all parts of the population. However, the members of the Ad Hoc Committee were also concerned about enhancing the primary role of the state in vocational education policy making.

Following discussions and Council committees' input, a comprehensive position statement on the reauthorization of the Vocational Education Act will be developed.

After input and discussion by all chiefs at the annual meeting, the Ad Hoc Committee will forward, by Jan. 1, 1981, its proposal on vocational education to Congress and other interested parties.

Appointed by President Campbell, the group was to represent various committees and interests of the Council. Members include: Anne Campbell, Nebraska Commissioner, Robert D. Benton, Iowa Superintendent, Howard B. Casmey, Minnesota Commissioner, Verne A. Duncan, Oregon Superintendent, Franklin B. Walter, Ohio Superintendent, Mavis Kelly, Iowa Chief, Federal Programs Section, Elizabeth Schmitt, Connecticut Bureau Chief for Vocational Planning, Ed Steinbrecher, Colorado Asst. Commissioner for Management Services, Donna Gold, Washington Federal Liaison Representative, Arnold Loomis, acting Director of Vocational Education, Michigan State Dept. and Dudley Flood, North Carolina Asst. Superintendent for Human Relations and Student Affairs.

Survey results to determine agendas

A survey instrument, designed to produce significant information about dissemination/school improvement functions in state departments of education, has been mailed to all chief state school officers.

The survey is the only data gathering activity of the Council's two-year dissemination management project, funded by the National Institute of Education. The results, along with information from other recent studies, will be a key factor in planning the agendas for a series of regional meetings for chiefs and dissemination specialists during the second year of the project.

Completed surveys are due at the Council on or before Oct. 24.

of Chief interest

- California Superintendent Wilson C. Riles has been chosen as one of five recipients of the Education Commission of the States distinguished service awards.
- Mary Wiermanski, CCSSO director of program communications, resigned effective Sept. 19. She is returning to Michigan to serve as executive assistant to the president of Eastern Michigan University John W. Porter.
- W.E. Campbell, 64, former Virginia Superintendent of Public Instruction, died at his home in late August of a heart attack. Gov Mills Godwin named him the 15th head of the State Department of Education in 1975. Dr. Campbell retired in 1979 after serving public education for 41 years.
- Reminder: Nov. 3 is the deadline for notifying the Council of state candidates for the National Teacher of the Year program. Notebooks are due Nov. 14.

Stateline

Newsletter of the Council of Chief State School Officers

Vol. 2, No. 9 September, 1980

Workshops offered for policy-makers

The CCSSO CETA/Education Project, in conjunction with the National Governors Association CETA/Education Consortium, is planning several workshops to assist state level education and manpower policy makers in CETA/Education coordination and cooperative agreements.

The two and one-half day regional workshops are scheduled for Denver, CO, Rochester, NY, St. Paul, MN, Nashville, TN, New Orleans, LA and San Jose, CA. A final national conference is scheduled for Baltimore, MD.

The CCSSO project which began in April, 1980 is responsible for four studies: examining the mix and match of federal requirements and their impact on CETA/Education state planning, a state plan review, minimum competency testing and a resource guide for limited English proficient populations. These papers will be used as working documents at the regional workshops.

Firm dates have not been established, but additional information will be sent to all chief state school officers as soon as it is available.

of Chief interest

- Former Rhode Island Commissioner Tom Schmidt has accepted the position of vice president of Partners of the Americas in Washington, D.C. effective Sept. 1.

- Shirley McCune, former director of the CCSSO Resource Center on Sex Equity, has been appointed Deputy Assistant Secretary for Equal Educational Opportunity programs.

- Caroline Gonzalez, who served as an intern at CCSSO in 1979, has been named to receive an AASA Worth McClure scholarship. Each year AASA awards four $1,500 scholarships to persons working on doctoral degrees who have demonstrated educational leadership and who are considered potential superintendents.

IEL sponsors advanced policy seminars

The Council of Chief State School Officers is cooperating with four other national organizations in a series of four programs on educational policy at the national level.

The Institute for Educational Leadership's (IEL) Advanced Policy Seminar Series is designed for individuals at the state and local levels who have a basic knowledge about the Washington education scene.

The seminars scheduled are:

- Federal Planning, Budgeting and the Appropriations Cycle, Sept. 22-23.
- The Education Department's Contracts and Awards Cycle, Nov. 17-18.
- Regulation Development and Audit Process in the Department of Education, Dec. 8-9.
- Emerging Educational Issues in the 1980's. Dates to be announced.

Sessions will be conducted in Washington, D.C. Registration is $275 per seminar. For more information contact: Bob Miller, IEL, 1001 Connecticut Avenue, N.W., Suite 310, Washington, D.C. 20036 or call 202/676-5940. The other cooperating organizations include the Committee for Full Funding of Educational Programs, the National Association of State Boards of Education, the National Association of Administrators of State and Federal Education Programs and the National Conference of State Legislatures.

International education opportunities available to SEA personnel

The Department of Education offers several international programs for 1981 under the Fulbright-Hays Act that are of particular interest to state education agencies (SEA).

Summer Seminars Abroad - As in the past year, it is expected that there will be preference given to state education agency social studies supervisors and curriculum specialists for certain summer seminars abroad. Last year, such seminars were offered in the Peoples' Republic of China, Israel, Italy and India. The 1981 summer seminars have not yet been announced, but probably will be similar.

Group Projects Abroad - Groups may include combinations of SEA and university personnel, teachers, etc., or SEA consortia, for training and/or development of international education materials in a foreign country, primarily non-western.

Foreign Curriculum Consultants SEAs may apply to receive a consultant from a foreign country on a cost-sharing basis for a school year.

Intercultural Understanding (Section 603) - Grants for projects involving dissemination, teacher training or developing materials in international/global education.

Deadlines are expected to be around Nov. 1 except Section 603 applications which will be due after Jan. 1, 1981.

For more information and application packages, write to: Office of International Education, Education Department, 7th & D Streets, S.W., Washington, D.C. 20202.

Dissemination study group formed

Five chiefs have agreed to serve as members of the study group for the Council's dissemination management project. The group will function as an ad hoc committee of the Committee on Coordinating Educational Information and Research.

The study group will advise Council staff members in the two-year project's activities. They will also direct the development of recommendations for the Council to consider making to the Department of Education on dissemination programs underway and developing in the Department.

Members of the study group are: Fred Burke, New Jersey, chair; Don Roberts, Arkansas; Harold Raynolds, Maine; Robert Scanlon, Pennsylvania; and Lynn Simons, Wyoming.

NASBE seeks new executive director

The National Association of State Boards of Education is recruiting applicants for an executive director of the organization to succeed Wes Apker. Applicants should have management and budget experience, communication skills and contacts in education and government. Resumes, references and brief statements on the "Future Role of State Boards" should be sent by Sept. 30 to NASBE Search Committee, 225 North Washington Street, Rome, NY 13440.

Stateline

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The Council of Chief State School Officers is comprised of the superintendents and commissioners of education in the 50 states and seven extra-state jurisdictions.

It is the policy of CCSSO not to discriminate on the basis of race, color, religion, national origin, sex or handicap and to comply with the provisions of federal non-discrimination laws. The Council of Chief State School Officers is an equal opportunity employer.

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ED, Vol. 6, #4, May/June 1981

ED EDUCATIONAL DIFFUSION

PRODUCED FOR THE NATIONAL DIFFUSION NETWORK DIVISION, OFFICE OF DISSEMINATION AND PROFESSIONAL DEVELOPMENT, DEPARTMENT OF EDUCATION

interview

In the last five years, despite such catastrophes for education in California as Proposition 13, there has been a net increase in the number of public relations officers in that state's school systems. In the past, school districts would close the PR office if a bond issue failed. Now, they realize that they must "get serious about school PR," according to John Wherry, executive director of the National School Public Relations Association (NSPRA).

In an interview with ED, Wherry pointed to the need for a "two-way communication link between the public and school officials." In Wherry's view, public relations efforts must be professionally managed if they are to meet public expectations, although he concedes that in smaller districts superintendents must often do the job themselves. In recent years, NSPRA has been beseiged with requests to help set up local programs. Why? "Budget cuts produce severe problems" that make it "more important to stay in touch with the public."

PR offices in school districts can actually help children, according to Wherry. Research by Dean Bowles (University of Wisconsin) shows a direct link between good school communication PR programs and student achievement. Wherry points to the importance of "eliminating little aggravating problems in the area of parent attitudes; often, nothing happens to deal with irritants and complaints at the building level. We need to help the students understand that their parents feel school is important, to smooth relations between parents and students on the one hand and between parents and school employees (including custodians, nurses, secretaries, and counselors) on the other." NSPRA has designed workshops to help building-level staff smooth relationships there and produce a positive attitude that can foster better student achievement.

NSPRA's 1,500 members have a great variety of interactions with federally supported dissemination networks. Wherry acknowledges "pretty extensive contact with the National Diffusion Network"; some NSPRA members in Texas recently set up a system for that state modeled after the NDN to validate and disseminate school communication programs. Wherry hopes to persuade the NDN to broaden its base beyond instruction and business practices and include validated PR programs.

This spring, NSPRA will launch "Newsline," which will use a national computer network to provide subscribers with a twice daily, five days a week electronic news service. Subscribers will be able to use a system of topics and keywords to retrieve news and feature information. Wherry says that there will be "no need to outguess the indexer," nor will the service "contribute to information overload; we want to enable users to retrieve needed information logically and quickly."

NSPRA has 44 chapters and seven regional vice presidents. Regional face-to-face meetings form one part of its internal communication system, and Update Memo, circulated to chapter presidents, board members, state coordinators, and committee chairpersons, is another, while Paragraphs, a monthly newsletter, goes to all members. The Washington office maintains a 24-hour hotline for messages and requests. Through this service, educators can tap a computerized talent bank of NSPRA member expertise on survey techniques, television spots, news media relations, and audiovisual presentations. A Mini-Tip File offers printed information as part of NSPRA's "sharing climate."

NSPRA's annual seminar attracts between 400 and 500 members. This year, it will be held in Phoenix on July 13-16. The focus is "PR Professionalism: Taking Hold of the Future."

Funds for school improvement come from various sources--usually from federal programs, but 37 states use state funds. NIE funds are used by 37 states and National Diffusion Network funds by 30. Nearly all states use ESEA Title IV-C, and many use special education and Title I funds. However, few states report separate budgets for school improvement programs. Easily the most important resource has been the NIE capacity-building effort, but the Regional Exchange projects have also proved helpful, according to survey respondents.

A full report will be available this summer from the Dissemination Management Project, CCSSO, Suite 379, 400 N. Capitol Street, Washington DC 20001.

associations

Just because their staff is small, it would be a mistake to overlook the Council for American Private Education (CAPE) or the National Association for Bilingual Education (NABE) if you have useful information for their members.

CAPE is a coalition of 15 private elementary and secondary education organizations that serves as the focal point for private education in Washington. CAPE represents all denominations except Fundamentalist Christian schools. CAPE publishes Outlook ($7 by subscription). To date, it has had little communication with the various dissemination systems, except for the National Diffusion Network. Contact CAPE at 1625 Eye Street NW, Washington DC 20006; 202/659-0016.

NABE opened its Washington headquarters in late 1980. Its 3,000 members (membership: $35 per year) include elementary teachers, parents, and college faculty. It fosters communication and dissemination about research, methods, and materials in bilingual/bicultural education. NABE has 29 state affiliates and 10 special-interest groups. Its annual meeting (this year in Boston) is held in late May. NABE News appears five times a year; the NABE Journal, three times. Contact NABE at Room 405, 1201 Sixteenth Street NW, Washington DC 20036; 202/833-4271.

resources

It's not hot off the press, but its time has come again: Grants Consolidation, a collection of papers voicing issues and concerns on a topic of current concern; $4.50, prepaid, from Institute for Educational Leadership, Suite 310-F, 1001 Connecticut Avenue NW, Washington DC 20036....The more than 100 tightly-packed pages in Technical Assistance in Educational Settings, edited by Richard Clifford and Pascal Trohanis, may help those who must plan, provide, or evaluate technical assistance to schools; it may also be useful to educators who must consider the use of technical assistance provided by external consultants; $10.95, order # NC-80:901, Ohio State University Press, 2070 Neil Avenue, Columbus OH 43210....Those dissatisfied with the quantity or quality of current inservice should turn to Teacher-Centered Inservice Education: Planning and Products, by Robert Luke; this 72-page handbook discusses planning, needs assessment, program design, individualization, adapting materials, locating and ordering new resources, and deciding who does what when; $6.95, from National Education Association Order Dept., Academic Building, West Haven CT 06516....The National Audio-Visual Association (NAVA) publishes The A-V Connection ($33), a biannual guide to federal funds for audio-visual users. Purchasers receive a complimentary one-year subscription to Actionfacts, an AV funding newsletter published five times a year that supplements and updates the guide; request the free catalog of publications and products from NAVA, 3150 Spring Street, Fairfax VA 22031....How to match nonpublic, nonprofit school children's needs with available programs; how to work with LEAs, SEAs, and federal officials; how to use a roster of programs--all that and more may be found in the 72 pages of How to Service Students with Federal Education Program Benefits; free from the Office of Nonpublic Education, U.S. Department of Education, FOB 6, 400 Maryland Avenue SW, Washington DC 20202....Script: School/Community Relations Innovative Program Techniques Handbook, a 243-page report compiled in 1978 by the Arizona Department of Education and the Arizona School Public Relations Association (ERIC document ED 158 428), may help you to get out the word that public education

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northeast rx

In January, the Research and Development Exchange (RDx), which is funded by the National Institute of Education, added the Northeast Regional Exchange (101 Mill Road, Chelmsford MA 01824; 617/256-3987) to create awareness of promising educational practices and exchange resources and information among the states of Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, and Vermont. Like the seven exchanges at regional educational laboratories, the new Rx will link educators in its region with R&D resources across the nation. Governed by a 15-member board representing practitioners in the New England states and New York, its first chairperson is Commissioner Mark Shedd of Connecticut; Anne Brody of Westchester BOCES is vice-chairperson, and Richard Lavin is interim executive director. With the new Northeast Rx, the RDx system reaches into all 50 states for the first time.

research

In the face of changing social and educational events, elementary and secondary schools try to adapt to new ideas, materials, and technologies that may be useful in their daily operations. Since the 1960s, a broad research domain has investigated knowledge utilization, innovation, and organizational change in contemporary U.S. schools. Later this year, Sage Publications (Beverly Hills CA) will release Improving Schools: Using What We Know, edited by Rolf Lehming and Michael Kane. The contributors are Ernest House, Matthew Miles, Sam Sieber, Michael Fullan, Karen Seashore Louis, and Paul Berman. Papers in this volume will also emerge via the ERIC system.

Fullan examines the role in the change process of teachers, principals, district specialists, and superintendents. He indicates that teacher involvement in initiating change policies tends to lie in classroom management, curriculum, and instruction, while comprehensive changes originate elsewhere. Principals may be the most critical persons in knowledge utilization, but their involvement is likely to be low--although they also say that they would like to play a bigger part in program improvement.

Seashore Louis discusses the role of outsiders in the change process and assesses the effect on their impact of such factors as degree of likeness between agent and client, team versus individual approaches, and personal qualities. She also reviews what is known about agent initiative, intensity of interaction, and types and mixes of expertise.

Berman argues that educational change is implementation-dominated, that it entails complex organizational processes, and that its outcomes are strongly time- and context-dependent. In his view, research should abandon its attempts to formulate universal generalizations about how schools change, at least for the time being.

Virtually all state education agencies provide information to educators and the general public, but only 26 coordinate all SEA information activities through a central office. This is one finding of a survey of state-level dissemination activity conducted by the Council of Chief State Officers under a grant from the National Institute of Education.

Survey respondents indicated that about 31.5 percent of their time is spent on "spread" activities and less than 20 percent on "implementation." SEAs appear to focus more on providing information and assisting in its use than on coordination and implementation services. Only seven states have an approved State Board policy for dissemination, while 18 have established administrative procedures, and 20 show a "dissemination unit" on the SEA organization chart.

All but four SEAs have undergone some type of reorganization since 1970, and 28 have reorganized in the last two years. Ten created a dissemination unit as a result of reorganization. Thirty-nine states include information services as part of their school improvement unit. Twenty-eight states have intermediate service units; 21 of that number provide dissemination services. Staff on the school improvement units range from 1 to 34, with an average of 6.2 per state across 43 states.

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APPALACHIAN EDUCATOR

PUBLISHED BY THE APPALACHIA EDUCATIONAL LABORATORY, INC.

SPRING 1981

REGION'S STUDENTS SERVING INTERNSHIPS AT AEL

The Laboratory is again opening its doors to students from the Region's universities. Between June 1 and November 30, at least eight doctoral candidates will serve six- to eight-week internships with AEL programs.

Two intern programs will be operating during the next six months. Both are designed to provide students an opportunity to explore careers in educational research and development. One is especially for women and minorities and is a separately funded National Institute of Education (NIE) program. The other is being offered by AEL's Educational Services Office.

Four students will participate in the NIE program. **Ivan Banks** will serve an internship in AEL's Career Development and Lifelong Learning program. Banks is a doctoral candidate and teaching associate in the Department of Curriculum and Instruction at the University of Kentucky. He has been a high school teacher, a curriculum specialist, and a drug counselor. He has worked with the Department of Corrections in Washington, D. C., and the Community Action Against Drug Addiction Program in Cleveland.

Martha Lintz is a doctoral candidate in educational administration and supervision at the University of Tennessee, Knoxville. Her intern placement is with the Regional Exchange program. She has worked with the Tennessee Statewide Facilitator Project and is a certified trainer in Learning to Read by Reading, a program of the National Diffusion Network.

Anna McGuire-Lowe will be working with AEL's Regional Services program. Lowe is a Ph.D. candidate in educational foundations and research at Ohio State University. She also is chief of the Office of Urban Programs in the Ohio Department of Education.

Theresa Okwumabua, a student in the Ph.D. program in experimental psychology at Memphis State University, will be working with the Childhood and Parenting Division. She serves as an undergraduate and graduate student research supervisor at Memphis State and has served as a consultant for the Memphis Federal Corrections Institute in the design and operation of a group therapy program.

The ESO-funded intern program will have four placements. Three interns will be working with the Regional Exchange program. **Catherine Hammond** is a Ph.D. candidate at Florida State University. Her educational background is in elementary education and reading. She has teaching experience in Florida and is a graduate intern in the Florida Department of Education. **Michael Hoppe**, a doctoral student in higher and adult education at the University of North Carolina, Chapel Hill, has a "diplom" in clinical psychology from the University of Munich. He is a native of West Germany and a former assistant director of the Salzburg (Austria) Seminar in American Studies. **Brenda Rivenbark** is an Ed.D. candidate at Duke University. She has been a teacher, counselor, and county director of secondary education. She currently is an instructor and consultant at James Sprunt Technical College in Kenansville, North Carolina. **Zelda Jean Holcomb** will serve an internship with the Regional Services program. She is a Ph.D. candidate in educational foundations and research at Ohio State University. She is currently a teaching assistant at OSU and has been a graduate associate in the Office of Minority Affairs at the University.

A number of internships have been offered by Laboratory programs during the past five years. This is the third year of competition in the NIE-funded program. Individual AEL programs offer intern experiences when possible. More information about internship programs at the Laboratory is available from Dr. Mabel Lee, internship coordinator, Appalachia Educational Laboratory, P. O. Box 1348, Charleston, WV 25325.

Abstracts of papers presented at the first annual conference last June are now being published through the *Rx Bulletin*, a publication of AEL's Regional Exchange. People interested in receiving those abstracts may contact Carolyn Davis, editor, *Rx Bulletin*, Appalachia Educational Laboratory, P. O. Box 1348, Charleston, WV 25325.

START-UP DATE APPROACHING FOR NEW AREAS OF WORK

The Laboratory has submitted proposals to the National Institute of Education for three new areas of work identified through the 1980 regional needs assessment.

The proposals call for AEL to begin on June 1 programmatic research and development efforts in life-long learning, school-family relations, and basic skills. The Laboratory proposes to phase out its current childhood and parenting work by the end of 1982. Work on the Career Decision-Making program will end early in 1983.

In addition, as part of AEL's long-term agreement with NIE, an interim site review of the Laboratory was conducted in early April. Participating in the NIE review were Scarvia Anderson, Educational Testing Service; Robert McClure, National Education Association; and Benjamin Zimmerman, University of Kansas.

A full-scale NIE site evaluation is scheduled to be conducted during the spring and summer of 1982.

REPORT PROFILES DISSEMINATION PROGRAMS IN 11 STATES

A report that profiles dissemination management in the 11 states served by AEL's Regional Exchange (Rx) has been compiled by Rx staff and made available to state departments of education.

The document extrapolates the information from the results of the Council of Chief State School Officers' nationwide Dissemination Management Project, funded by the National Institute of Education.

Sandra Orletsky, assistant director of AEL's Educational Services Office, said the report summarizes the data from the 11 states and, in some cases, compares the results with those found in the national survey. State department personnel can see how their state compares to others in the Region, as well as the nation.

"The document shows where our 11 states are in the development of their dissemination program's organization and operation," Orletsky explained. "And since the Regional Exchange encourages collaboration, state personnel can use the document as a resource for finding nearby states that may be able to share valuable dissemination do's and don'ts."

The CCSSO survey, conducted in the fall of 1980, asked state department staff for information about six areas of their dissemination or school improvement programs to determine the influences that have been significant to their development. The Council's project will result in a set of recommendations to the Department of Education concerning federal support for continued progress of the state dissemination efforts.

Copies of the report, *Dissemination Management in AEL-Rx States*, are available from the Distribution Center, Appalachia Educational Laboratory, P. O. Box 1348, Charleston, WV 25325.

REPORT DOCUMENTS USE OF AEL SERVICE PROGRAMS

A 75-page report documenting client use and program impact of AEL's Regional Exchange and Regional Services programs has been published.

The document, *An Initial Description of Client Use and Program Impact*, is the FY 80 formative evaluation report for the two programs. It describes the three-year evaluation plan adopted in 1980 and contains information about how each of AEL's variety of services has been used by clients in their own dissemination and school improvement efforts.

APPENDIX 11

AEL Review of dissemination in Southeastern states

DISSEMINATION MANAGEMENT IN AEL-Rx STATES: SELECTED DATA FROM THE DISSEMINATION MANAGEMENT PROJECT, COUNCIL OF CHIEF STATE SCHOOL OFFICERS

Prepared by

David Holdzkom
and
Marilyn Slack

May 1981

Regional Exchange
Appalachia Educational Laboratory, Inc.
Post Office Box 1348
Charleston, West Virginia 25325

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FOREWORD

Dissemination for school improvement activities in state departments of education have made significant advancements during the last 12 years. They have developed to the point that in most states they are having a dramatic influence on bringing about change in classroom and administrative programs in schools and in state departments of education.

The community of individuals who have in the past and are now influencing the development of those programs exhibit a wide variety of backgrounds and skills. They are generally effective and innovative change agents who work closely together and systematically share ideas and information.

The dissemination management project, funded by the National Institute of Education to the Council of Chief State School Officers, has as its main purpose studying the present organization and operation of dissemination/school improvement programs in state departments of education and determining what influences have been most significance in developing that organization and operation. The outcome of the project will be set of recommendations from chief state school officers to the Department of Education concerning what federal support is needed so that continued progress can be made in the development of those programs.

The dissemination survey on which this report is based is an activity of the CCSSO project. It was conducted in the fall of 1980; all 50 states and three of the six extra-state jurisdictions responded.

It should be noted that the survey was not intended to be a definitive analysis of SEA dissemination programs. It was an informal study, providing chiefs and their key staff members with the opportunity to indicate, from their points of view, what kinds of dissemination/school improvement configurations exist in SEAs. People in a variety of jobs participated in completing the survey; it is, therefore, a reflection of program functions as SEA administrators at several levels see them.

AEL staff members are to commended for the excellent summary of the survey data they have prepared for educators in the southeast. We hope that this information will provide readers with insight into SEA activities that we believe are contributing significantly to the improvement of education.

Patrick Martin, Director
Dissemination Management Project
Council of Chief State School Officers
Washington, DC

The Council of Chief State School Officers (CCSSO) released the results of a nationwide survey as part of its Dissemination Management Project on March 13, 1981. This paper presents a summary of that report with specific attention paid to information from the 11 states served by AEL's Regional Exchange (Rx) Program. All of the data reported here were furnished by officials of the SEAs during the summer of 1980 in response to a six-part survey instrument designed by staff of the CCSSO. The six parts were:

A. Definitions of Dissemination
B. Policies and Procedures
C. Relationship
D. Organization and Operation
E. Funding for Dissemination
F. Assistance from Other Projects and Services

In order to help the reader compare the 11-state analysis provided here with the original report of the CCSSO, we will present our discussion in the order used originally. The tables and figures presented in this summary have been especially prepared to illustrate data from the 11 states served by AEL-Rx and, in some cases, to compare these responses to national data. A letter-number code is included in parenthesis in the title of each table or figure. This code refers back to the questions as originally formulated in the CCSSO survey.

One note on terminology. In addition to the 50 states, Guam, American Somoa, the Commonwealth of Puerto Rico, the Pacific Trust Territories, the Northern Marianas and the Virgin Islands were polled. For the sake of convenience, all respondents are termed "states" in the discussion which follows. The maximum N for any item, therefore, is 56.

A. Definition of Dissemination

Of the 56 states polled, 44 indicated that the dissemination unit of the SEA provided school clients with assistance at all four levels of dissemination: spread, exchange, choice, and implementation. In the AEL-Rx service region, seven of the states stated that they worked at all four levels (see Figure 1). Alabama, Georgia, Pennsylvania and Tennessee report that they do not. However, when asked to state the percentage of activities occurring at each of the four levels, Alabama indicated some activity at each of the four levels, as did Pennsylvania. Only two states--Georgia and Tennessee--indicated that the state dissemination unit activities did not encompass all four areas. Georgia is not engaged in spread or implementation activities and Tennessee is not engaged in implementation activities.

Question A-3 asked the respondent to indicate which of several statements best described the major functions of the dissemination unit. The respondent could indicate multiple "best statements." Table 1 shows the responses nationally and by states served by AEL-Rx. It is interesting to note that none of the specific five functions is performed by dissemination units in all of the states. Furthermore, in only 25 states is dissemination coordinated by a central office. Parenthetically, we note that Virginia did not respond to choice D, although they indicate that 10% of their unit's activities are devoted to "implementation."

Figure 1

SEA Dissemination Units Which Provide Assistance at All Four Levels to School Clients (A-1)

☐ Yes ▨ No

* No response

Functions	National												
	Total	AEL-Rx Region											
		AL	FL	GA	KY	NC	OH	PA	SC	TN	VA	WV	N/A	No Response
A. Provide information through publications and other printed and audiovisual materials	43	X		X	X	X	X	X	X		X	X	1	4
B. Provide information to teachers, administrators, and others, including the general public	48	X	X	X	X	X	X		X	X	X	X	1	4
C. Provide information and general assistance in using that material	44	X	X	X	X	X	X		X			X	1	4
D. Assist schools to install new programs	39	X	X		X	X	X		X			X	1	4
E. Coordinate SEA dissemination functions through a central office	25	X							X			X	1	4
F. Other	17						X		X			X		4

Table 1

Functions of SEA Dissemination Units, National Total and Regional Totals (A-3)

B. Policies and Procedures

Section B of the questionnaire began by asking if there is an approved state board policy covering the dissemination function in the SEA. Of the 56 respondents, only seven indicated that there was such a state board policy. Of these seven Florida was the only state from the AEL-Rx region.

Building on this question, question B-2 asked if particular programs, projects, or services had been significant in the development of that board policy. For all Rx states except Florida, one would have expected empty cells in this part of the questionnaire. However, Kentucky cited an NIE dissemination capacity building grant, a statewide task force, and an internal task force of the SEA as significant, and West Virginia cited an unidentified "other" (as did Florida) as significant in development of the state board policy.

SEAs were asked if a written administrative procedure of the SEA detailed how dissemination would be carried out. On this question, 18 SEAs indicated "Yes"; 33 indicated "No" and five SEAs did not respond. Figure 2 shows the distribution among the 11 Rx states. Kentucky, South Carolina, and West Virginia indicated that such a procedure does exist.

The next question asked if the administrative procedure indicates where the dissemination function is to be located with the SEA organization.

Again, the reported data appear contradictory, in view of the previous question. Of the three responding "Yes" to the existence of the procedure, all indicated that the procedure does state where the dissemination is to be located within the SEA. In addition, Florida answered "Yes", presumably because the state board policy indicates the

dissemination function's location. However, Tennessee also responded "Yes" to this question, although they answered "No" to Question 3 (Is there a procedure?). Figure 3 displays these data pictorially.

The next question (B-5) asked if there existed any legislation mandating the SEA to perform a dissemination function. Eleven states nationwide answered "Yes", including West Virginia. Four states did not respond to this question and all the rest (N = 41) answered "No."

When asked to describe other key factors which led to development of the dissemination policy and procedure in the SEA, 26 respondents indicated that the question was "not applicable" and four declined to respond. Responses from Rx states are shown in Table 2. It is interesting to observe that both Georgia and Pennsylvania cited "federal programs" as key factors leading to the development of SEA policies and procedures while Ohio indicated "SEA commitment." South Carolina indicated an unspecified "other." It is unclear from the report whether Florida's response was not counted by CCSSO staff or whether there was no response.

The last question in Section B of the original questionnaire was speculative in nature. Respondents were asked to identify major factors which they felt would lead to future development of dissemination

organization and activities. Again, respondents could indicate more than one. A count of all respondents indicates the following:

Federal Funding-	17 (including Alabama, South Carolina)
State Funding-	17 (including Alabama, Kentucky, South Carolina)
SEA Commitment-	16 (including Alabama, North Carolina, Ohio, South Carolina)
SEA/LEA Need-	11 (including West Virginia)
SBOE/Legis. Mandate/Policy-	10 (including South Carolina, Tennessee)
Staff-	8 (including Alabama, Kentucky, South Carolina)
Institutionalization-	6 (no Rx states cited this)
Technology-	4 (including Pennsylvania)
Success of IV-C-	3 (no Rx states)
Cost Effectiveness-	3 (no Rx states)
Other (include state-specific)-	13 (including Florida, Georgia, and Pennsylvania)

It is interesting that federal and state funding and SEA commitment were more frequently cited than all other specific categories. But again, this question was speculative in nature.

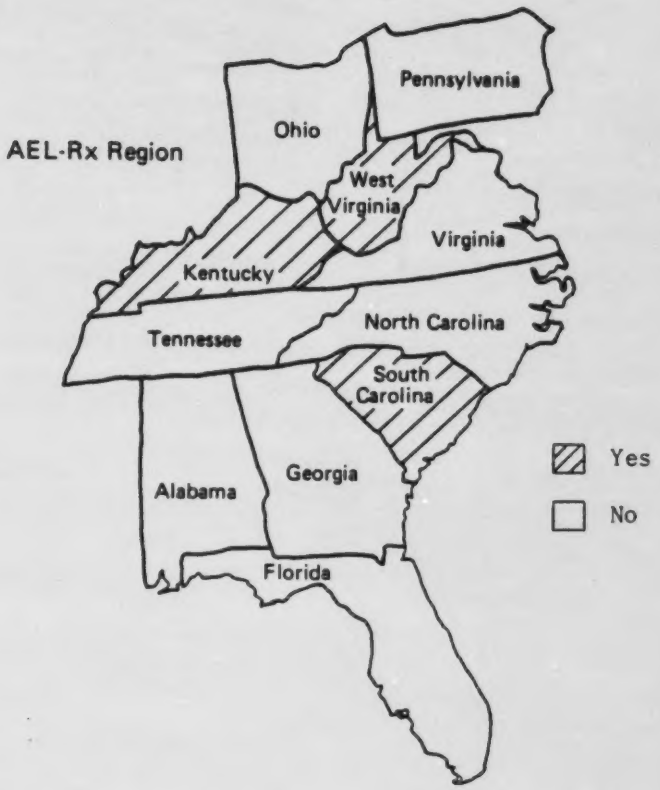

Figure 2

States in Region Which Have a Written SEA Administrative Procedure on Dissemination (B-3)

Figure 3

States in Region With Administrative Procedure Indicating Where Dissemination Function is Located Within SEA Organization (B-4)

Key Factors	AL	FL	GA	KY	NC	OH	PA	SC	TN	VA	WV
A. SEA commitment						X					
B. Federal programs			X				X				
C. Federal dissemination requirements											
D. Local needs											
E. SBOE, chief's priorities											
F. Other, including state-specific responses								X			
G. Not applicable	X			X	X		X		X	X	X

Table 2

Key Factors Influencing Development of Dissemination Policy and Procedures in Region's SEAs (B-7)

C. Relationships

This section of the questionnaire sought information about the relationship of various components of the state education system and dissemination. Responses to each of the three questions in this section are tabulated.

Question 1 asked if, in the opinion of the respondent, there is a general understanding in the SEA of the concept of dissemination, especially as it applies to the state dissemination program. Table 3 presents the responses, by total number of respondents, and by Rx member states. (N = No; S = Somewhat; Y = Yes). Of the possible groups, most respondents felt that State Board of Education members render the concept of dissemination somewhat or not at all. Among Rx states of all the categories, only state board members were rated "No", and then only in Alabama, Kentucky, Pennsylvania, South Carolina, and Tennessee.

The second question asked to what extent (S = Strong; M = Moderate; W = Weak; N = None) does the dissemination function share common purpose with a number of other units of the SEA. The responses are shown in Table 4. With the exception of North Carolina which did not answer this question, Rx member states reported primarily "Strong" or "Moderate" for most agencies. The only "None" responses were from Georgia (with computer/statistical services); South Carolina (with bilingual/migrant education and planning/evaluation); and West Virginia (with bilingual/migrant).

Finally, using the same response code, respondents rated the degree of coordination of dissemination activities between the dissemination unit and several units of the SEA and other agencies external to the SEA. The responses are displayed in Table 5.

Nationally, more respondents cited strong coordination between the SEA dissemination unit and Title IV-C and labs and centers than for any other category of agency. Within the Rx region, this pattern also emerged. Six states cited a "Strong" degree of coordination with labs and centers and four cited "Strong" for Title IV-C. (North Carolina and Virginia did not respond to this question.) Four states also responded "Strong" for the State Library.

	National			AEL-Rx Region										
	Yes	No	Somewhat	AL	FL	GA	KY	NC	OH	PA	SC	TN	VA	WV
State Board of Education members	10	17	23	n	s	y	n	y	s	n	n	n	s	y
Chief State School Officer	35	2	15	s	s	y	y	y	y	y	s	s	s	y
Deputy chiefs	33	2	16	s	s	y	s	y	y	s	s	s	s	y
Division/department heads	27	2	23	s	y	y	s	y	y	s	s	s	s	y
Other professional staff	21	5	25	s	s	y	s	y	s	s	y	s	s	y
Other (*AEL-Rx Region)	8	1	2			y/s			n		y			

y = yes n = no s = somewhat

*Other: AEL-Rx Region

Georgia: Intermediate Agency staff, local school system central office staff

Ohio: Clerical support

South Carolina: Designated school district representatives

Table 3

Understanding of Dissemination Concepts by Members of Education Establishment, by Nation and Region (C-1)

	National				AEL-Rx Region										
	Strong	Moderte	Weak	None	AL	FL	GA	KY	NC	OH	PA	SC	TN	VA	WV
ESEA Title IV C	41	8	0	1	m	s	m	s		s	s	m	s	m	s
ESEA Title I	16	21	12	1	m	w	w	w		s	m	w	m	m	s
Special education	21	19	9	1	w	s	m	w		m	s	s	m	m	s
Vocational education	15	21	11	2	m	s	w	s		m	s	m	s	m	m
Gifted/talented education	20	20	7	3	w	m	w	s		s	w	m	s	m	m
Bilingual/migrant education	12	16	16	5	m	w	w	w		s	m	n	s	m	n
General curriculum	19	20	9	2	m	m	m	s		m	w	w	s	m	s
Planning/evaluation	21	18	4	2		w	s	s		m	s	n	m	m	m
Computer/statistical services	8	18	17	7	w	w	n	s		s	w	w	w	m	m
Other (*AEL-Rx Region)	11	1	0	0						s/s					

s = strong m = moderate w = weak n = none

*Other: AEL-Rx Region

Ohio: Energy assistance, guidance and testing, EEO, inservice education

Table 4

Extent to Which Dissemination Unit Shares Common Purposes With Selected Other Programs/Services in the SEA (C-2)

	National				AEL-Rx Region										
	Strong	Moderte	Weak	None	AL	FL	GA	KY	NC	OH	PA	SC	TN	VA	WV
LABS & CENTERS	22	12	5	5	s	m	n	s		s	w	s	s		s
ESEA Title IV C	29	12	3	1	m	s	m	s		s	w	m	w		s
ESEA Title I	9	16	18	1	m	w	w	w			w	w	w		s
Special education	12	18	15	1	w	s	m	w		m	w	s	w		s
Vocational education	8	19	16	2	m	m	w	s		w	w	w	w		s
Gifted/talented education	9	16	18	2	w	m	w	s		m	w	w	m		s
Bilingual/migrant ed.	5	14	22	5	m	w	w	n		w	w	n	w		s
General education	11	19	11	3	m	m	m	s			w	w	w		s
Planning/evaluation	19	12	7	3		w	s	s			w	n	m		s
Computer/statistical svcs.	5	12	19	8	w	w	n	s		m	w	w	n		s
IU in the state	15	10	5	3			m	m			w	n			s
State Library	17	12	11	5	s	n	m	s		m	w	s	n		s
Other state agencies	3	7	26	8	w	n	n	m		m	w	w	w		s
Colleges and universities	4	18	17	6	m	w	n	m		w	w	m	w		s
Professional ed. orgs.	5	20	13	5	m	n	n	m			w	w	n		s
Other (*AEL-Rx Region)	7	4	2	0						s		w/w			

s = strong m = moderate w = weak n = none

*Other: AEL-Rx Region

Ohio: Inservice education

South Carolina: State Legislature, Office of the Attorney General, Office of the Governor

Table 5
Degree of Coordination of Dissemination Activities Between the Dissemination Unit and Other Programs/Services in SEA (C-3)

D. Organization and Operation

This section of the questionnaire was the most lengthy and the most detailed. While data were collected about size of dissemination unit staff, titles of the responsible person, etc., this summary will report only the information of an "issue" related nature. That is, we will continue to focus on the relationship between the dissemination unit and other "agencies" of the state's education system.

Respondents were asked if dissemination activities were regularly planned to further SEA priorities. Five respondents to the questionnaire did not respond to this question (including Virginia). Of the remaining 51, seven responded negatively, including only Tennessee among the Rx-member states. All other Rx states were among the 44 responding in the affirmative.

Table 6 shows Rx states' responses to the question: Which of the following activities/programs are administratively a part of the dissemination unit? As the table shows, Ohio and West Virginia place all the activities/programs under the administration of the dissemination unit. The other states place some of the programs within the dissemination unit. The more interesting question of why some programs are included and others not is not asked by the questionnaire.

The next several questions asked about the relationship between the dissemination unit and intermediate service agencies. First, the number of states with intermediate service agencies (ISA) was determined. Among all respondents, 28 have ISAs, 23 do not, and five did not respond. Figure 4 displays graphically the responses for Rx-member states.

Table 7 provides information about the major functions of ISAs in those Rx states which have them. Table 8 identifies the administrative

unit under which the ISA falls in each of the states and Table 9 shows some of the dissemination services provided by ISAs. Finally, Table 10 shows the degree to which ISA dissemination services are coordinated by/through the SEA dissemination unit.

Among Rx states, only North Carolina has established ISAs as part of the SEA. In the four other Rx states which have ISAs, they are the result of LEA cooperation. As one would expect, therefore, only in North Carolina is there a high degree of coordination of the ISA's dissemination function by or through the SEA.

The questionnaire next addressed the existence and makeup of internal advisory committees for dissemination. Figure 5 shows that four Rx stats have such advisory committees, as do 21 other states. The members of the advisory committees represent a wide variety of backgrounds. Kentucky draws its membership from Title I staff, Title IV-C staff, special education, vocational education and the general instruction staff. Pennsylvania includes staff from Title I, vocational education, instruction, planning/evaluation administration, equity groups and others.

The next group of questions asked about access to an information service, such as ERIC. Only four states in the nation do not provide teachers, administrators and others in education access to an information system. All AEL-Rx states except Pennsylvania provide access to such a system which is located in the SEA. In Pennsylvania, two possibilities exist. Educators have access to a system outside of, but controlled by, the SEA and they have access to an outside agency which provides services on contract to the SEA. Similarly, in Virginia, the service is located outside of, but is controlled by the SEA.

The next series of questions asked about the use of linkers and their support. Respondents were asked how a client in a school gets access to

the information resource center. All Rx states except North Carolina, Ohio, and Virginia responded that the client may make a direct request to the SEA information center. In addition, field-based linkers operate in Alabama, Florida, Pennsylvania, Tennessee, and West Virginia. Several Rx states--including Alabama, North Carolina, Pennsylvania, Tennessee, and West Virginia--also provide access through SEA linkers outside the information center. South Carolina linkers are based at LEAs.

In the Rx states, the field-based linkers are housed in LEAs in Alabama and South Carolina; in ISAs in North Carolina and Pennsylvania; at teacher centers in Florida and Tennessee; and at regional SEA offices in West Virginia.

As Figure 6 indicates, only Pennsylvania, among the Rx states, supports field-based linkers with state funds. Indeed, only 12 states nationwide support linkers with state funds. Figure 7 shows the states which use flow-through federal funds to support field-based linkers. Only North Carolina in the AEL-Rx service region supports its linkers with flow-through federal funds.

Finally, one question in this section of the questionnaire asked if state validation is prerequisite to submission for national validation. Nationally, 18 states make state validation a prerequisite; 32 do not; 4 states did not respond; and two states (including Georgia) answered that the question was not applicable. As Figure 8 shows, in AEL-Rx's service region, only Florida, South Carolina, and West Virginia have established state validation as a prerequisite to national validation.

	AL	FL	GA	KY	NC	OH	PA	SC	TN	VA	WV
Information services (ERIC, etc.)	X	X	X	X		X		X	X	X	X
Public information	X	X			X	X	X			X	X
National Diffusion Network	X	X		X		X					X
Validation of state programs				X		X					X
Computer/statistical services		X		X		X				X	X
Support services		X		X	X	X	X	X		X	X
Other				X	X	X		X			X

Table 6

Programs/Services Which are Administratively Part of the SEA Dissemination Unit (D-5)

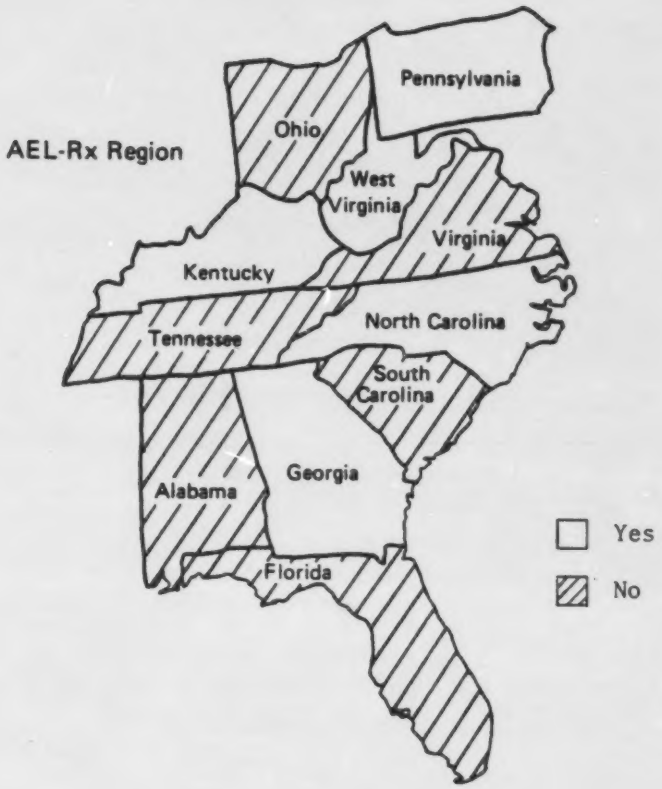

Figure 4
States in the Region Which Have Intermediate Service Units (ISU) (D-6)

	AL	FL	GA	KY	NC	OH	PA	SC	TN	VA	WV
Media Services			X				X				X
Special Education svcs.			X	X	X		X				X
Computer/statistical svcs.			X	X	X		X				X
Testing services			X		X		X				X
Purchasing/payroll svcs.			X	X							X
Curriculum services			X	X	X						X
Dissemination services			X		X		X				
Other							X				
Not applicable	X	X				X		X	X	X	

Table 7
Major Functions of ISUs (D-7)

Branches of the SEA					X						
LEA coops. governed by LEA-established boards			X	X			X				X
Independent units											
County-governed units											
Other											
Not applicable	X	X				X		X	X	X	

Table 8
Administrative Relationship Between ISUs and Other Education Agencies (D-8)

Facilitator services (NDN)					X		X				
Responds to requests for information (ERIC, etc.)							X				X
Model program ident./ state validation asst.			X		X		X				X
Technical asst. in adoption/adaption of new progs.			X		X		X				X
Not applicable	X	X		X		X		X	X	X	

Table 9
Dissemination Services Provided by Intermediate Service Units (D-9)

Much					X						
Somewhat			X								X
Little							X				
None				X							
Not applicable	X	X				X		X	X	X	

Table 10
Degree of Coordination of Dissemination Services Delivered by ISUs with SEA Dissemination Unit (D-10)

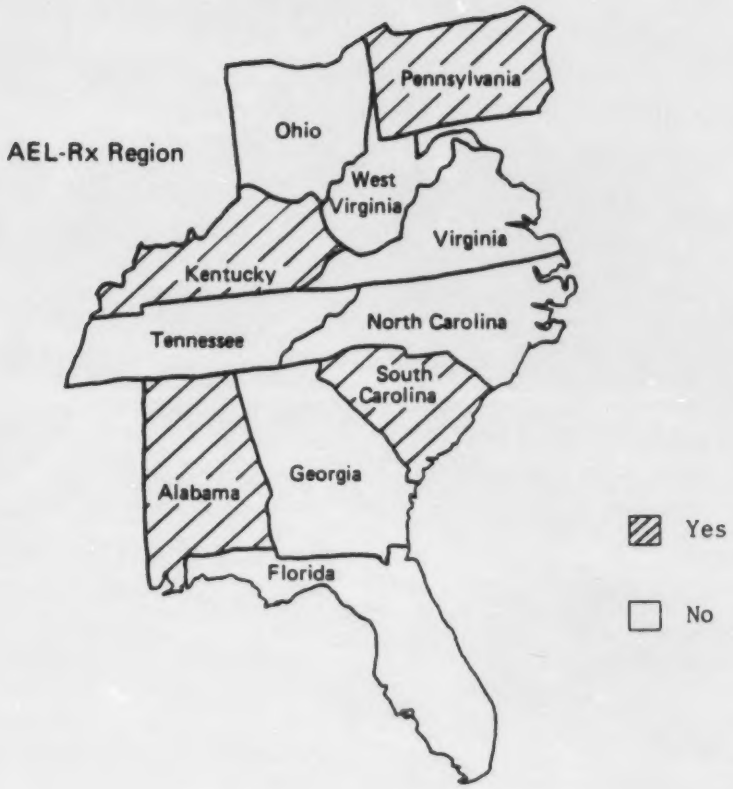

Figure 5

SEA Dissemination Units with Internal Advisory Committees (D-11)

255

Figure 6

States in Which State Funds Support Field-Based Linkers (D-21)

Yes No

**No response *Not applicable

256

Figure 7

States in Which Flow-Through Federal Funds Support Field-Based Linkers (D-22)

Yes No

*No response *Not applicable

Figure 8

States in Which State Validation is Prerequisite to Submission to Department of Education for National Validation (D-23)

259

Yes ☐ No

*No response **Not applicable

260

E. Funding for Dissemination

Table 11 shows the sources of funding for dissemination in the AEL-Rx states. On the table, "u" represents sources of funds that are used in any way. "t" represents "transferred", indicating that funds from this source are transferred to the budget of a central dissemination unit.

Table 12 displays responses both nationally and by AEL states, to the question: Will there be a major change in dissemination services within the next year caused by a decrease or increase in funds. Among AEL-Rx states, only West Virginia anticipates an <u>increase</u> caused by funding. Five states--Alabama, Florida, Kentucky, South Carolina, and Tennessee anticipate a decrease, while Georgia, North Carolina, and Pennsylvania anticipate no change.

Building on a "decrease" response in the previous question, states were asked if such a decrease would be caused by the end of the five-year NIE-funded dissemination capacity building program. Figure 9 pictorially shows the response: 17 states indicated that the question was "not applicable." Of the remainder, 19 indicated that the decrease in service would not be caused by a cessation of NIE state capacity building program funds. Sixteen states answered affirmatively, including Florida, Georgia, and South Carolina.

Table 13 shows some possible causes for the projected decrease. It would appear that for Alabama and Kentucky the loss of state funds will result in decreased services, but for North Carolina and Tennessee, it is the reduction of federal monies which will cause a decline in services. Thus, five of the states in AEL's service region will suffer a reduction of dissemination services because of reductions in federal funds.

Among those states anticipating a decrease, 22, including all AEL-Rx states except Ohio, Virginia, and West Virginia, indicated that services to specific client groups will be reduced. These reductions will include:

	AL	FL	GA	KY	NC	OH	PA	SC	TN	VA	WV
Staff of SEA	✓		✓	✓			✓	✓	✓		
School Administration	✓						✓	✓	✓		
Teachers	✓			✓			✓	✓	✓		
Higher Education					✓			✓	✓		
N/A		✓				✓				✓	✓

Table 14 shows specific areas in which decreases will occur. Not surprisingly, "staffing" is the most frequently mentioned area of decrease.

	AL	FL	GA	KY	NC	OH	PA	SC	TN	VA	WV
State funds	u		u	u	u	u		u	u/t		u
ESEA Title IV C funds	u	u		u	u	u	u/t		u		u/t
ESEA Title I funds	u			u		u	u		u		u
Special education funds	u			u		u	u		u		
Vocational education funds	u			u		u	u		u		u/t
NIE funds	u/t	u/t	u			u	u	u	u/t		
NDN funds	u/t	u/t		u	u	u	u		u		u
Information resource center funds	u										
Other sources											
Not applicable										x	

u = used t = transferred

Table 11

Sources of Funding for Dissemination in AEL Region (E-1)

	National Total	AEL-Rx Region										
		AL	FL	GA	KY	NC	OH	PA	SC	TN	VA	WV
Increase	8											X
Decrease	20	X	X		X				X	X		
No Change	18			X		X		X				
Not Applicable	6						X				X	
No Response	4											

Table 12

States Anticipating a Major Change in Dissemination Services
Caused by a Change in Funds (E-2)

Figure 9

Decreases in Activity Attributed to Cessation of Five-Year NIE-Funded Dissemination Capacity Building Program (E-3)

Yes No

*No response **Not applicable

	National Total	AEL-Rx Region										
		AL	FL	GA	KY	NC	OH	PA	SC	TN	VA	WV
Reduction in state money	6	X			X							
Loss of other funding	4						X			X		
Reduction of Title IV C funds	4					X						
Reduction of NDN grant	3					X						
Reduction of NIE grant	2									X		
Other	5						X					
Not applicable	35		X	X				X	X		X	X

Table 13

Major Factors Causing a Decrease in Dissemination Activity, Not Including Cessation of Five-Year Dissemination Capacity Building Program (E-4)

	National Total	AEL-Rx Region										
		AL	FL	GA	KY	NC	OH	PA	SC	TN	VA	WV
Responses to individual requests for information from a central information resources center	11	X				X			X	X		
Acquisition of additional resources	15	X			X				X	X		
Staffing for the dissemination unit	19	X	X		X	X			X	X		
Reduction in the variety of school improvement services available to teachers and administrators	15	X			X	X			X			
Others	6											
Not applicable	28			X			X	X			X	X

Table 14

Areas in Which Decreases Will Occur (E-7)

F. Assistance from Other Projects and Services

Two questions asked respondents to rate the degree to which other projects and services have been useful in helping state dissemination programs develop. Table 15 indicates the degree to which the respondent has received services. Table 16 indicates which project or activity has been most significant in increasing the SEA's ability to develop a dissemination/school improvement program.

Most respondents in the states as a whole and in the region felt that the NIE state capacity building grants and the Regional Exchange projects had been useful in assisting states in the development of the dissemination function. Repondents were less positive about assistance rendered by TAB, NDN, and consultants from other states.

When asked which of several projects or activities had been most significant in increasing the SEA's ability to develop a dissemination/school improvement program, respondents mentioned "capacity building" most frequently. Frequently mentioned were the NDN and Regional Exchanges.

	National				AEL-Rx Region										
	Much	Somewhat	Little	None	AL	FL	GA	KY	NC	OH	PA	SC	TN	VA	WV
Special purpose grant (NIE)	10	9	2	20	m	s	n	n	n	n	n		s		n
State dissemination capacity building grant (NIE)	37	6	0	7	m	m	m	m	n	n	m	m	s		m
Regional Services Project (NIE)	4	15	5	22	s	n	n	n	s	s	n	s	s		n
Technical Assistance Base (NDN)	12	16	13	8	1	n	m	s	1	1	1	m	n		n
Regional Exchange Project (NIE	18	16	8	5	m	s	1	s	m	s	s	m	s		m
Consultants from other states	4	17	13	8	1	1	1	n	s	1	1	s	n		n
Visits to other states	7	20	4	8	s	n	1	n		1	s	s	s		n
National Diffusion Network	6	0	0	0	m					m					
Title V B	2	0	0	0											
Others	2	1	1	0											

m = much s = somewhat 1 - little n = none

Others: AEL-Rx Region

Ohio: NCES capacity building, NCES personnel exchange

Table 15

Degree of Assistance Received by SEA from Selected Programs/Services/Activities (F-1)

	AL	FL	GA	KY	NC	OH	PA	SC	TN	VA	WV
Capacity building	X	X	X	X			X	X	X		X
Technical Assistance Base											
Consultants											
National Diffusion Network					X	X					
Title IV C											
Regional Exchange					X						
Special purpose grant											
Others						X					
Not applicable										X	X

Others:

Ohio: Regional Laboratory

Table 16

Projects/Activities Which Were Most Significant in Increasing SEA's Ability to Develop a Dissemination/School Improvement Program (F-2)

Appendix

REC'D
ED SERVICES OFFICE

APR 3 0 1981

Dear Sandy:

The following people participated in completing the dissemination survey in your region:

Alabama
Meade Guy
Jackie Walsh

Florida
Mike Kuhn
Carey Ferrell and staff
Joe Mills and staff
Marshall Frinks and staff

Georgia
Jess Elliott

Kentucky
Raymond Barber
Clyde Caudill
Shirley Williamson
Melissa Briscoe

North Carolina
Henry Helms

Ohio
Margaret Mauter
Russell Knight
Gordon Behm

Pennsylvania
Robert Scanlon
JoAnn Weinberger
Keith Yackee

South Carolina
Al Evans
Joseph Pate
Garlin Hicks
James Buckner
Gregory Morrison
Carolyn Knight

Tennessee
George Malo
James Cannon
Charles Moffett
Susan Hudson
Barbara Oakley
Bill Aiken
Bill Penny

Virginia
R. L. Boyer

West Virginia
Roy Truby
James Gladwell
Elnora Pepper
James Dickson
John McClure

Sincerely,

Patrick Martin, Director
Dissemination Management Project